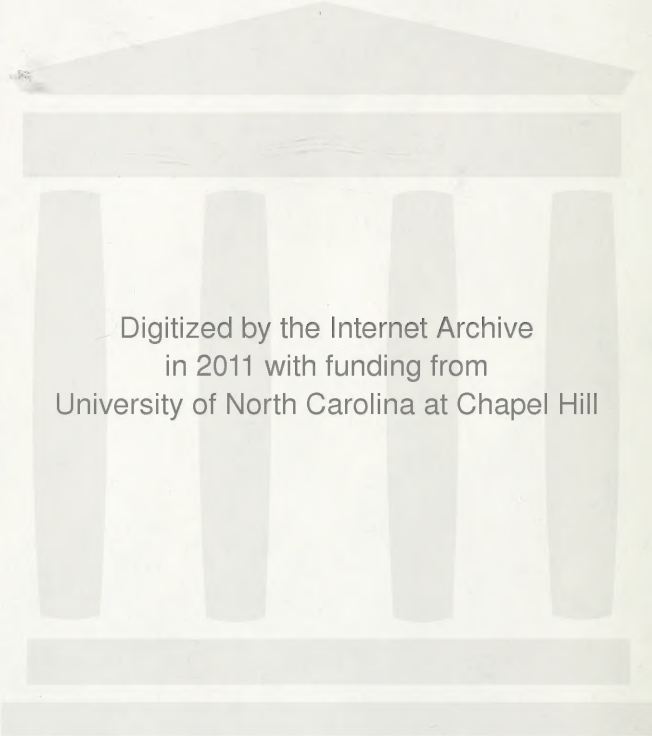


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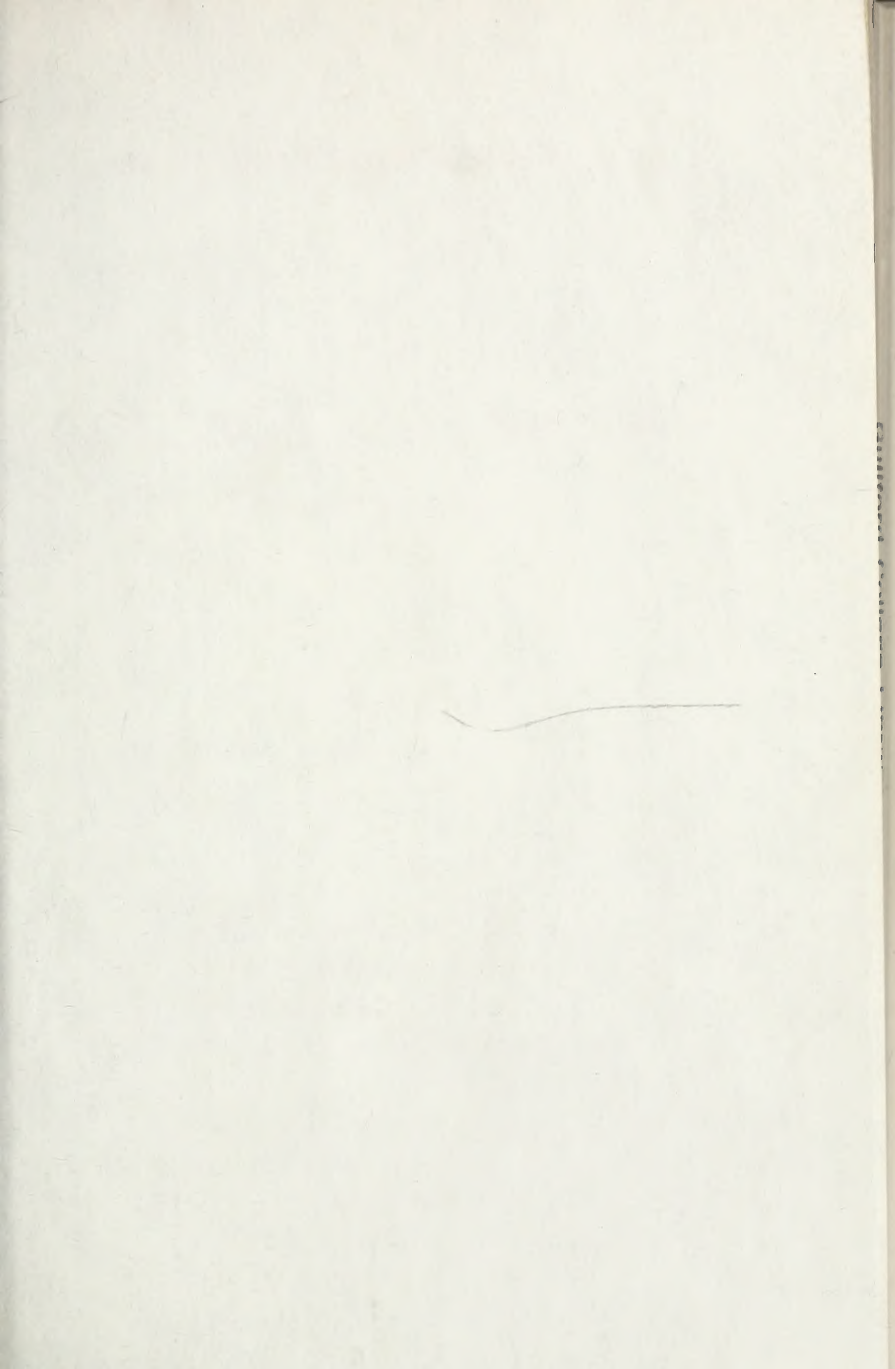


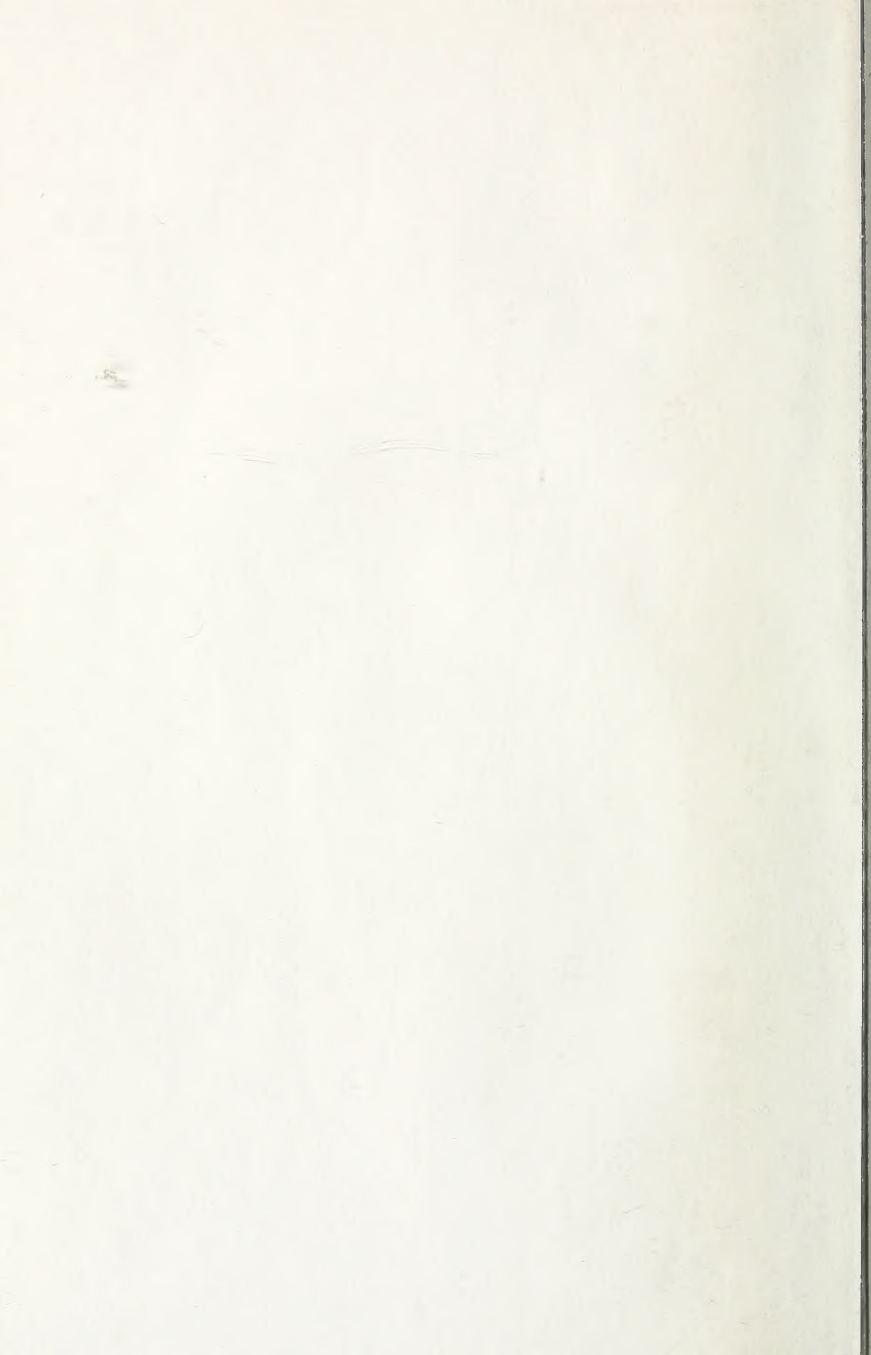
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**GUILFORD COLLEGE BULLETIN**

**THE  
COLLEGE CATALOGUE**

**And Announcements**

**1960 - 1961**

**1961 - 1962**

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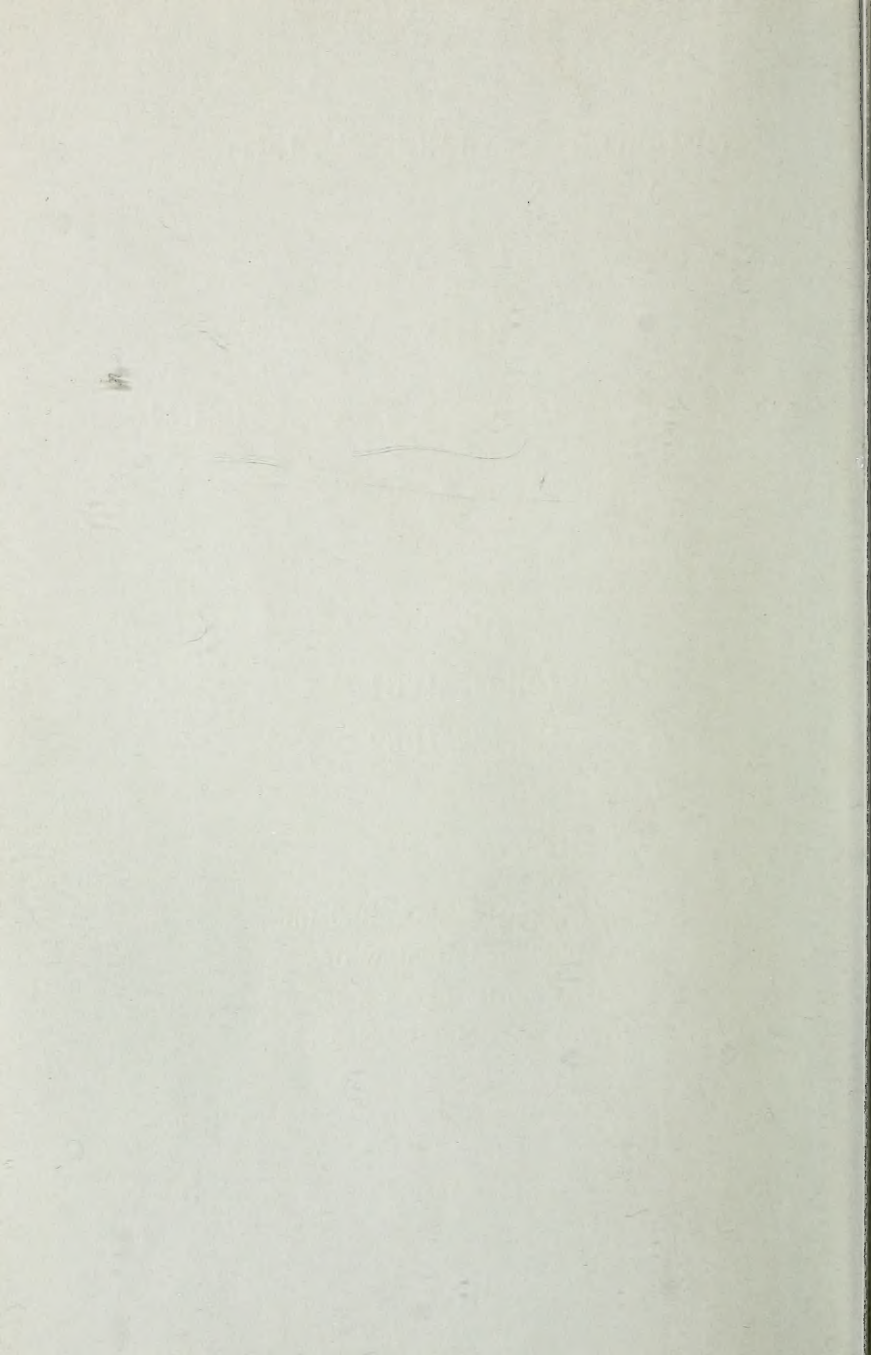
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**The Guilford College Bulletin  
is Published Monthly by  
GUILFORD COLLEGE  
GUILFORD COLLEGE, N. C.**



# GUILFORD COLLEGE BULLETIN

*Catalogue Number*  
September, 1960

*Announcements*

1960-1961

1961-1962



*Published Monthly by*  
GUILFORD COLLEGE  
GUILFORD COLLEGE, N. C.

Guilford College welcomes visitors to its beautiful campus. Except during vacation periods the administrative offices in Memorial Hall are open to visitors from 9:00 a.m. to 4:00 p.m., Monday through Friday, and from 9:00 a.m. to 12:00 noon on Saturdays. For Saturday afternoon and Sunday visits, interviews with administrative officers should be arranged beforehand. Special arrangements should be made during vacation periods.



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## RECOGNITION AND ACCREDITING

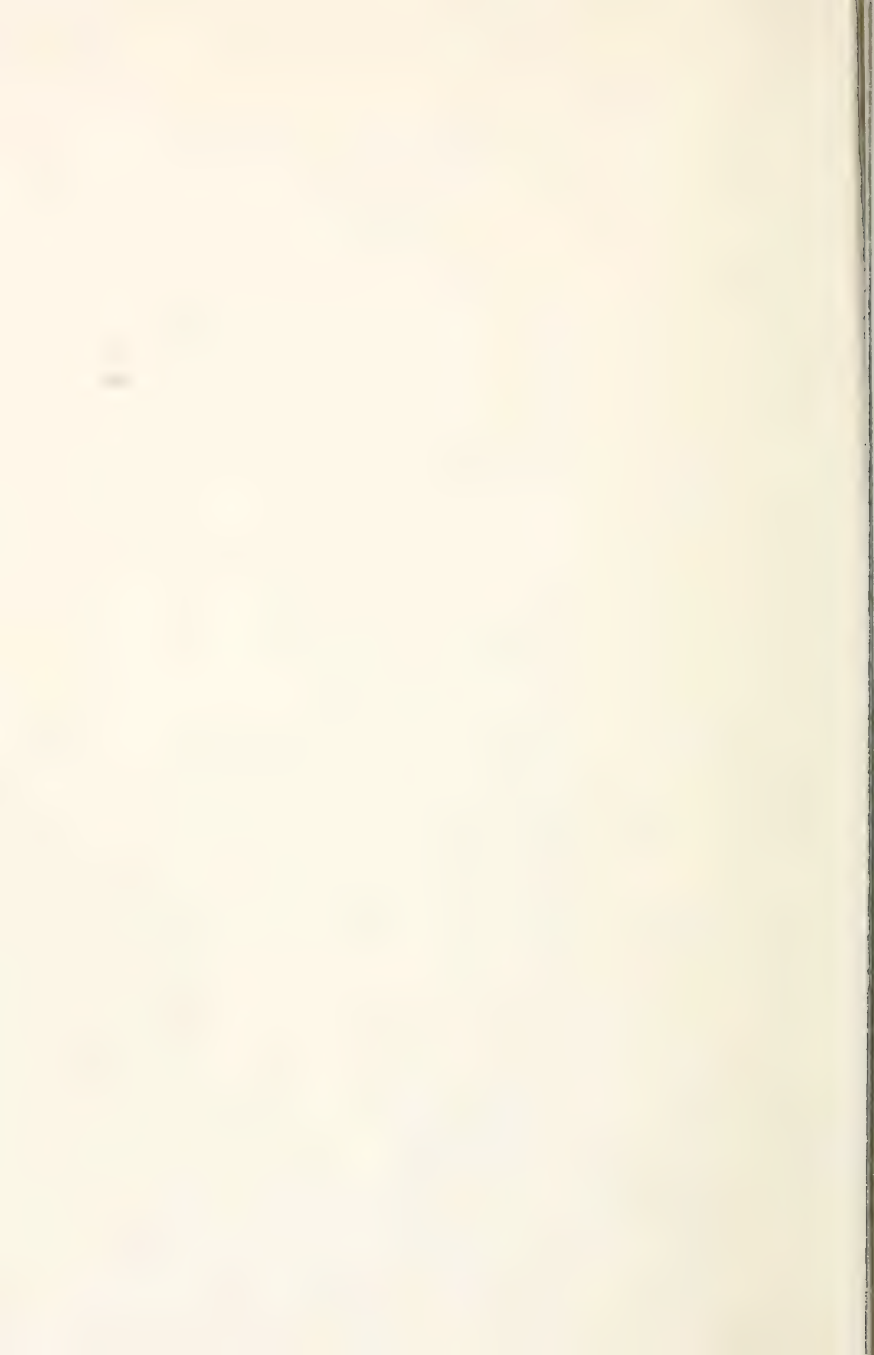
The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

Its work is, therefore, accepted at face value in the certification of teachers and in the admission of students to the universities and professional schools of the nation.

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Guilford College is a member of the American Association of University Women and the North Carolina Foundation of Church-Related Colleges.





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# College Calendar, 1960-1961

## FIRST SEMESTER

Enrollment of Freshman Class, Monday, September 12, 1960.  
Enrollment of Upperclassmen, Thursday, September 15.  
All Classes Begin, Friday, September 16.  
Homecoming Day, Saturday, October 8.  
Meeting of Greensboro Advisory Board, Tuesday, October 11.  
Meeting of Board of Trustees, Friday, October 14.  
Founders Day, Friday, October 28, 1960.  
First Quarter Ends, Saturday, November 5.  
Thanksgiving Holiday, Thursday, November 24.  
Christmas Holidays, 1:00 p.m., Saturday, December 17 until  
8:30 a.m., Tuesday, January 3, 1961.  
Meeting of Board of Trustees, Friday, January 20.  
Reading Day, Friday, January 13.  
Semester Examinations, Saturday, January 14 through Mon-  
day, January 23.  
First Semester Ends, Monday, January 23.

## SECOND SEMESTER

Second Semester Begins, Tuesday, January 24.  
Registration, Wednesday, January 25.  
All Class Begin, Thursday, January 26.  
First Quarter Ends, Saturday, March 18.  
Spring Holidays, 1:00 p.m., Saturday, March 18 to 8:30 a.m.,  
Tuesday, March 28.  
Meeting of Greensboro Advisory Board, Tuesday, April 11.  
Meeting of Board of Trustees, Friday, April 14.  
Reading Day, Monday, May 15.  
Final Examinations, Tuesday, May 16, through Thursday, May  
25.  
Alumni Day, Saturday, May 27.  
Baccalaureate Exercises, Sunday, May 28.  
Graduation Exercises, Monday, May 29.

## SUMMER SESSION

Registration for 1961 Summer Session, Monday, June 5.  
Meeting of Board of Trustees, Friday, July 14.  
Close of Summer Session, Sunday, August 6.

## FIRST SEMESTER, 1961-1962

Enrollment of Freshman Class, Monday, September 18, 1961.  
Enrollment of Upperclassmen, Thursday, September 21.  
All Classes Begin, Friday, September 22.

## GUILFORD COLLEGE

Guilford College, chartered in 1834 and founded in 1837 as New Garden Boarding School, took its present name in 1889 and is the oldest coeducational college in the South.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under inspiring religious influence. More recently the attempt has been made to interweave the religious teaching with the entire curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of man, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law and pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to 650, including slightly over four hundred campus students—a number considered small enough for complete mutual acquaintance—and with a faculty of fifty-two, it is believed that the finest student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

In 1953 Guilford College assumed the responsibility of operating the Greensboro Evening College. This unit became the Greensboro Division of Guilford College, and its growth has been phenomenal. At present, the Greensboro Division has an enrollment of

more than 1,200 men and women who are taking courses at times convenient to their work schedules. Instruction is now available during the day as well as in the evening, and courses are offered in five broad areas: the High School Program, the Business Education Program, the College Program, the Special Vocational Program and the non-credit Program of Continuing Education.

The Greensboro Division occupies two handsome connected buildings at 501 West Washington St. in Greensboro. The three-story Education Building contains large classrooms, a library, a laboratory, and special rooms for drafting and typing. It was erected in 1958 through the generosity of far-sighted Greensboro individuals and business firms.

The three-story Charles A. Dana Science Hall was occupied in the fall of 1960. This building, made possible by a gift from Mr. Charles A. Dana, Sr. and contributions by Greensboro citizens, houses completely equipped laboratories for physics, chemistry and biology, as well as special facilities for teaching languages, arts and crafts, and allied subjects.

## RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious instruction and worship. Members of the Student Christian Association cooperate with members of the faculty in planning religious meetings and activities. Students and faculty cooperate with the New Garden Meeting of Friends on the campus, although students are free to attend the churches of their choice,

## SOME FACTS ABOUT GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum in which an effort is made to acquaint students with the great basic ideas and philosophies of man. The educational concept of the college, expressed in its core curriculum, has attracted much favorable comment and has been adopted, in whole or in part, by a number of institutions. This approach to learning has passed through a long experimental period, and its value has been demonstrated.

2. A cooperative housekeeping plan, made permanent in Mary Hobbs Hall, has shown for more than forty years the validity of cooperative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

3. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

4. In June, 1962 Guilford College will celebrate 125 years of continuous educational service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

5. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the importance of an athletic program.

6. Above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service to humanity.



### LOCATION

Nestled in the gently rolling Piedmont Plateau and shaded by groves of giant oak and hickory trees, Guilford has a special charm. The college is on the Friendly Road in Guilford County, North Carolina, and immediately adjacent to the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides warm, delightful weather in spring and autumn, and little extremely cold weather during the winter months.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of that battle.

### BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

About the campus in a large quadrangle are grouped the principal buildings, all of which are of brick.

*Founders Hall*, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also



the college dining room, the office of the Dean of Women, reception rooms, the home economics laboratory and classrooms, and the infirmary and nurse's quarters.

*Archdale Hall*, erected in 1886, and named in honor of the Quaker Governor, John Archdale, has been completely renovated and will now accommodate forty-six men.

*The Music Building*, built in 1891 for the Young Men's Christian Association, is now used by the Music Department.

*Memorial Hall*, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and auditorium.

*Mary Hobbs Hall*, erected in 1907, for girls who wish to reduce expenses by cooperative housekeeping, affords accommodations for seventy girls.

*The Library* was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added.

*King Hall*, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

*Cox Hall*, a dormitory for young men, contains 52 large rooms.

*The Gymnasium*, erected in 1940, is a modern Georgian Colonial brick building which provides ade-

quately for the social, recreational and athletic activities of the college.

*The Student Affairs Building*, rebuilt in 1936 from the old college power house, contains a large social room and kitchenette facilities for serving small groups. It is a center for conferences, discussions and social group meetings.

*The Meeting House* which now accommodates the sessions of North Carolina Yearly Meeting of Friends and supplies the college community a place for worship, was erected in 1912. It serves as a real center for the spiritual life of the college. The first New Garden Meeting House was built in 1751.

*Kathrine Hine Shore Hall*, erected in 1954, through the gift of B. Clyde Shore to honor his wife and to bear her name, is a modern Georgian Colonial dormitory. It houses fifty young women and a head resident. A spacious parlor, terrace, and basement lounge provide social and recreational facilities for the residents and women day students.

*John Gurney Frazier Apartments*, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954. Twenty-two apartments were made available through the gift of John Gurney Frazier, Jr. of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

These twenty-two apartments are available for rent to married Guilford students. The cost is \$32.50 per month for the one-bedroom and \$37.50 per month for the two-bedroom homes. An additional charge is made of \$2.50 each for the use of stove and refrigerator if these are furnished by the College. Write David Parsons, Business Manager, for application for these accommodations.

*The College Union*, opened during the summer of 1956, is a modern building designed to provide a focal point for campus religious, social and recreational activities. The college book shop adjoins the soda fountain and lunch rooms. The central hall of the Union is a spacious lounge with study desks, comfortable furniture, and a television viewing area; it may be cleared for student dances and gatherings. The office wing of the building provides permanent quarters for the student publications, an office for the director of student activities, and a number of meeting rooms which are at the disposal of student groups for meetings.

*English Hall*, a new men's dormitory, made possible through the generosity of Nereus C. and Thomas English, was opened at the beginning of the 1957-58 school year. It provides rooms, each with a lavatory, for fifty-two men, as well as an apartment for a men's counsellor. Its design is a modification of the Kathrine Hine Shore Hall, described above, and its style is the Georgian Colonial traditional to Guilford's campus. It is located just east of Archdale Hall.

*Athletic Fields*. Relocation of Guilford's athletic fields was begun in the fall of 1960. This relocation eastward was made necessary by plans to construct a multipurpose building on a portion of the site formerly occupied by the football field and track. The new facilities will include the baseball diamond already in use, a football field surrounded by a quarter-mile track and seating facilities for approximately 2,500 spectators.

*Recreation Areas*. In addition to Hobbs Field, there are six all-weather concrete tennis courts, special fields for hockey, softball, volleyball, and other sports, an outdoor recreation area with facilities for basket-

ball, volleyball, shuffleboard, badminton and dancing, and a College Lake for boating, fishing, and swimming.

*The Religious Education-Auditorium-Music Building.* Construction of this long planned and greatly needed building is scheduled to begin in the fall of 1960. Its facilities will include classrooms and a chapel for the department of religion, a spacious auditorium seating 1,000, well equipped stage area, and classrooms, practice rooms and studios for the department of music. Contributions from several foundations and from Guilford alumni and friends made this possible.

## EDUCATIONAL PROGRAM

### I. Tool Courses

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

### II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into, and to contribute more significantly to, his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This makes up one-fourth of the college course requirement.

### III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

### IV. Physical Education and Recreational Program

The emphasis is upon knowledge of and care of a healthy physical body and the development of normal recreational hab-



its. Objectives include recreational activities for every student and the establishment of skills in games and sports which develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition is encouraged.

## **V. The Creation and Maintenance of a Social Environment**

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There is a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

### **I. TOOL COURSES**

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

#### **NATURAL SCIENCES**

##### **Natural Science 11—The Physical World.**

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

##### **Natural Science 12—Human Biology (Man and the Biological World).**

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

##### **Mathematics 13-14—Freshman Mathematics.**

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of

natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

### ENGLISH

#### English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

### CLASSICAL LANGUAGES

#### Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

#### Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: Greek 11-12.*

or

#### Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

#### Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: Latin 11-12, or equivalent.*

### MODERN FOREIGN LANGUAGES

#### French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

#### French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: French 11-12, or an acceptable entrance examination score.*

or

#### German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.



**German 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: German 11-12, or equivalent.*

or

**Spanish 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Spanish 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Spanish 11-12, or an acceptable entrance examination score.*

**II. ESSENTIAL CULTURAL RESOURCES**

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

**SOCIAL SCIENCE****Sociology 20—The Social Sciences—Introductory.**

Three hours each week. Credit: three hours.

This course considers the development of the scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

*Prerequisite for all other Sociology courses.*

**Psychology 21—General Psychology.**

Three lectures and two hours of laboratory each week. Credit: four hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

*Prerequisite for all other Psychology courses.*

**History 37-38—A History of World Civilization.**

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal

of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

### LITERATURE AND ART

#### English 21—Survey of Western World Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

#### Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

### PHILOSOPHY AND RELIGION

#### Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

#### Philosophy 41-42—A Survey of Religious and Philosophical Thought in Western Civilization.

Three hours each week. Credit: three hours each semester.

This course deals with the development of religious philosophical thought from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration is given outstanding leaders of thought of each period.

### III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he

adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated unto the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program to fit him best for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians major in biology. Pre-engineering students major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as **their major field**.

### MAJORS OFFERED

BIOLOGY	PHILOSOPHY
CHEMISTRY	PHYSICAL EDUCATION
ECONOMICS AND BUSINESS	FOR MEN
ELEMENTARY EDUCATION	(RECREATIONAL LEADERSHIP)
ENGLISH	PHYSICS
FRENCH	POLITICAL SCIENCE
HISTORY	PSYCHOLOGY
MATHEMATICS	RELIGION
MUSIC	SOCIOLOGY
	SPANISH

IV. See Physical Education Department (page 38)

V. See the Social Environment (page 78)

Note: All students are required to complete satisfactorily the tool courses and essential cultural resources as outlined under *Educational Program*, beginning on page 15.

# COURSE OF STUDY

FRESHMAN YEAR <i>Hours</i>	SOPHOMORE YEAR <i>Hours</i>	JUNIOR YEAR <i>Hours</i>	SENIOR YEAR <i>Hours</i>
NATURAL SCIENCE ... 6 Natural Science 11 Natural Science 12	SOCIAL SCIENCE .... 7 Psychology 21 Sociology 20	SOCIAL SCIENCE .... 6 History 37 History 38	PHILOSOPHY ..... 6 Philosophy 41 Philosophy 42
ENGLISH ..... 6 English 11 English 12	LITERATURE AND ART ..... 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	ELECTIVE ..... 6
FOREIGN LANGUAGE .. 6	FOREIGN LANGUAGE .. 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MATHEMATICS ..... 6 Mathematics 13 Mathematics 14	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MAJOR ..... 6	MAJOR ..... 6	MAJOR ..... 6	MAJOR ..... 6
PHYSICAL ED. .... 2	PHYSICAL ED. .... 2	PHYSICAL ED. .... 2	PHYSICAL ED. .... 2

Four Years of Physical Education Required of All Students

# COURSES OF INSTRUCTION\*

## BIOLOGY

PROFESSOR CAMPBELL

INSTRUCTOR GELFAND

A major in biology consists of twenty-four hours, including *Biology* 13-14 (or equivalent) and *Biology* 21-22. *Biology* 13-14 is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

### **Biology 12—Man and the Biological World.**

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

(Also listed as NATURAL SCIENCE 12)

### **Biology 13-14—General Biology.**

Three lectures and three hours of laboratory work each week.

Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principles of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of BIOLOGY 12.

*No credit given for less than one year's work.*

### **Biology 21-22—Vertebrate Zoology and Comparative Anatomy.**

Involves lectures and laboratory. Credit: seven hours for the year.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, and cat.

*No credit given for less than one year's work.*

### **Biology 23—General Botany.**

Two lectures and three hours of laboratory work each week.

Credit: three hours first semester.

A study of the physiology and morphology of higher plants. Recommended to majors in biology who expect to teach or to enter graduate study.

*Not offered 1961-1962.*

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\*The college reserves the right not to give a course when less than ten students register for it.

**Biology 24—Field Botany.**

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

A survey of the plant kingdom, emphasizing field study and identification.

*Not offered 1961-1962.*

**Biology 31—Physiology of the Human Body.**

Three lectures and three hours of laboratory each week. Credit: four hours first semester.

A study of the physiological processes of the human body.

*Offered 1961-1962, and alternate years.*

**Biology 32—Vertebrate Embryology.**

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

*Offered 1961-1962, and alternate years.*

**Biology 33—Bacteriology.**

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedures, such as the preparation of the media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

*Offered 1960-1961, and alternate years.*

**Biology 34—Technique in Laboratory Methods.**

One lecture and six hours of laboratory each week. Credit: three hours second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

*Offered 1960-1961, and alternate years.*

**Biology 41-42—Advanced Biology.**

Three lectures or nine hours of laboratory each week. Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

**Biology 43—Genetics.**

Credit: three hours first semester.

A study of the principles of genetics.



## CHEMISTRY

PROFESSOR LJUNG

ASSOCIATE PROFESSOR OTT

A major in chemistry consists of *Chemistry* 11-12, 21, 22, 23, 24, 31, 41. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two years of biology instead of physics.

### Chemistry 11-12—General Inorganic Chemistry.

Three lectures and four laboratory hours each week with discussion periods. Credit four hours each semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

*No credit given for less than one year's work.*

### Chemistry 21—Qualitative Analysis.

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

*Prerequisite: Chemistry 11-12.*

### Chemistry 22—Quantitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the principal methods of gravimetric and volumetric analysis; lectures, laboratory work, and stoichiometric exercises.

*Prerequisite: Chemistry 11, 12 and 21.*

### Chemistry 23-24—Organic Chemistry.

Two lectures, one quiz period, and six laboratory hours a week: Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

*Prerequisite: Chemistry 11-12.*

### Chemistry 31—Physical Chemistry.

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

*Prerequisite: Chemistry 22, Physics 11-12, and Mathematics 22.*



## Chemistry 41—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problems.

## ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR VICTORIUS, ASSOCIATE PROFESSOR LOCKARD,  
ASSISTANT PROFESSOR DEVLIN

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that govern our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics* 21-22 (General Economics) is a required course. The course has to be passed with a minimum grade of C. The following courses in special subjects are considered essential: *Economics* 23 (Business Law); *Economics* 25 (Accounting); *Economics* 31 (Money and Banking); *Economics* 35 (Business Organization and Management); *Economics* 41 (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit, exclusive of credit for seminar and senior thesis.

For courses in related fields, all majors in economics and business administration are encouraged to take *Psychology* 31 (Personnel Psychology) in addition to the general college requirements. Other related courses may be chosen according to the particular interests of the student.

At the end of their course of study majors in the department are required to pass a written examination as prerequisite for the degree. This examination shall show the student's acquaintance with the basic economic principles as well as with the dynamic development of our economic institutions, procedures, and practices and his insight in past and contemporary economic issues of major proportions. To qualify for admission to the examination the student will be enrolled in a special section of the economics seminar in the semester preceding the examination.

## Economics 11—Economic Development of the United States

Three hours each week. Credit: three hours first semester.

Through its historical approach the course presents an analysis of all phases of the economic growth of the United States. The course is designed to promote understanding of the evolution of the complex economic society that exists today. Included in the study are: commerce, finance, agriculture, industry, and economic fluctuations.

## Economics 12—Introduction to Business.

Three hours each week. Credit: three hours second semester.

This course is intended to introduce the student to the basic purposes and responsibilities of business. The various forms of business ownership and enterprise are presented. All phases of business are discussed, including retailing, advertising, transportation, personnel, production and finance.

## Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and discussed, and some examination is made of programs for economic reform.

Required of all economics majors, and of students with a minor in economics.

*The entire course must be completed before credit can be given for either semester.*

*Not open to first-year students.*

## Economics 23—Business Law I and II.

Three hours each week. Credit: three hours each semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases. A study of various phases of insurance and a study of the laws of partnerships and corporations are included.

*Not open to first-year students.*

## Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

*Prerequisite: Economics 21.*

**Economics 25—Elements of Accounting I.**

Five hours each week. Credit: three hours first semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

*Not open to first-year students.*

**Economics 26—Elements of Accounting II.**

Five hours each week: Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

*Prerequisite: Economics 25.*

**Economics 30—Business Cycles.**

Three hours each week. Credit: three hours second semester.

An introduction to the empirical aspects of business cycles, cycle theory and public policy relative to business cycles.

*Prerequisite 21-22. The prerequisite may be waived for mature students.*

*Offered upon sufficient demand.*

**Economics 31—Money and Banking.**

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

*Prerequisite: Economics 21-22.*

**Economics 32—International Economic Relations.**

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between nations and states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

*Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.*

*Offered upon sufficient demand.*

### Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

*Not open to first-year students.*

### Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

*Prerequisite: Economics 21-22.*

### Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financial expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

*Prerequisite: Economics 21-22 and 25.*

### Economics 40—Public Control of Business.

Three hours each week. Credit: three hours first semester.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities, as well as upon the practices that are directed toward the maintenance of a stable economy.

*Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.*

*Offered first semester.*

### Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement

and the issues involved in the establishment of constructive industrial relations.

*Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.*

### Economics 42—Public Finance.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Interrelationships of federal, state and local finances are analyzed and discussed.

*Prerequisite: Economics 21-22.*

### Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution of problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

*Required of majors in economics during their junior and senior years.*

## EDUCATION

PROFESSOR LOVE

ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and *Education 34*, or *Education 35*, *Psychology 22* and *Psychology 32*. Music Education majors take *Education 31* and *Education 32*; Physical Education majors, *Education 42*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school may major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Edu-*



cation 25 and Education 28; Psychology 22 and Psychology 32; Education 36 and Education 40. Related courses required for certification and included in the course of study for those seeking elementary certificates are: English 29, History 21-22, Political Science 12, Geography 13 and 14; Music 11-12, Physical Education 45-46. Three hours of Choir credit may be counted in lieu of Music 11-12.

Psychology 22 is a prerequisite for Psychology 32. Before being eligible for Education 40 a student must have had the proper course from the following group: Education 31, Education 32, Education 36, Education 38, Education 42. Whenever possible a student should plan his program far enough ahead so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

### **Education 21—The American Public School.**

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

### **Education 25—Music for the Elementary School Teacher.**

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

### **Education 28—Drawing and Industrial Arts for the Elementary School Teacher.**

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.



### Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

### Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 31 and includes all phases of high-school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

*Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.*

### Education 34—Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of the educative process, the school as a social and educational institution, and the purpose it is designed to serve in a democracy.

*Offered 1962-1963, and alternate years.*

### Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

*Prerequisite: Education 21.*

### Education 36—Techniques of Teaching in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### Education 38—Techniques of Teaching in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the cooperating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

*Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 38, Education 42.*

### Education 42—Methods in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

### Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours first semester.

(See course outlined under *Psychology 32*, Department of Psychology.)

*Prerequisite: Psychology 22.*

## ENGLISH

PROFESSOR FURNAS, ASSOCIATE PROFESSORS MARLETTE AND  
HOWLING, ASSISTANT PROFESSORS WEIS AND DEAGON

A student majoring in English is expected to acquire an adequate knowledge of English and American literature, and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses. A course in English history must be taken as early as possible.

A major in English literature includes Courses 15, 16, 23, 24, 25, 26, 33, 34, 35, 36, 45 and 46, and Seminars 41 and 42. The courses are arranged in the order of increasing difficulty in language so that each course is more or less a prerequisite for those which follow. They should, therefore, be taken as nearly as possible in the order suggested. At least one semester of American literature is required by the State of North Carolina for high school teachers of English. A three-hour course covering the entire survey of American Literature will also meet the requirements of the department.

Majors in the department are expected to pass a comprehensive examination over the whole field about March first of their senior year. This is regularly an hour oral examination given by three or four instructors, but may include a written examination. Preparation for it should include review of courses taken, filling in between courses, matters of meter, and principles of structure in the different literary forms.

Related courses for the English major may be in education, a foreign language (often useful in high school teaching), philosophy, Biblical literature, history and writing or spoken English.

*English As a Tool*

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and the preparation of reports with properly referred authorities and a bibliography will be required. This ability is tested by a comprehensive examination in English. Students failing this examination must take English 10.

### Period Courses

**English 15—Recent Literature. (Since 1914).**

Three hours each week. Credit: three hours first semester.

**English 16—Victorian Literature: Tennyson,  
Browning and Others.**

Three hours each week. Credit: three hours second semester.

**English 25—The Romantic Revival.**

Three hours each week. Credit: three hours first semester.

**English 26—The Neoclassical Age.**

Three hours each week. Credit: three hours second semester.

**English 35—Milton and His Age.**

Three hours each week. Credit: three hours first semester.

**English 36—Shakespeare.**

Three hours each week. Credit: three hours second semester.

**English 45—Spenser and His Age.**

Three hours each week. Credit: three hours first semester.

*Offered 1960-1961, and alternate years.*

**English 46—Chaucer and His Age.**

Three hours each week. Credit: three hours second semester.

**English Seminar 41—Review for the Senior  
Comprehensive Oral Examination.**

Two hours each week. Credit: one hour first semester.

**English Seminar 42—Old English Literature in  
Translation and the Book of John in Old English.**

Two hours each week. Credit: one hour second semester.

### Courses in Writing

**English 10—Remedial English Composition.**

Three hours each week. Required of any student deficient in writing. No credit.

This is a non-credit course. It is designed and is mandatory for students who have failed the comprehensive examination in English. Upon

the recommendation of two faculty members in conference with the chairman of the English Department, other students may be assigned to take this course.

Students who fail English 10 must repeat it.

### **English 11-12—English Composition.**

Three hours each week. Credit: three hours each semester.

One section of English 11 will be offered in the second semester when necessary.

### **English 37—Creative Composition.**

Two hours each week. Credit: two hours first semester.

An advanced course in professional, artistic writing, with a large amount of practice. A student may have credit for two semesters of creative writing, but is advised not to take both the same year. Students interested in advanced journalistic writing may sign for this course.

This course will be offered in the second semester when necessary.

*Offered 1961-1962, and alternate years.*

## **Courses in Spoken English**

### **English 17—Public Speaking.**

Three hours each week. Credit: three hours each semester.

Given each semester.

### **English 27-28—Play Production.**

Three hours each week. Credit: three hours each semester.

## **Survey Courses**

### **English 21—Survey of Western World Literature.**

Three hours each week. Credit: three hours first semester.

(See cultural resource courses.) Required of all students.

One section will be given the second semester when necessary.

### **English 24—American Literature.**

Three hours each week. Credit: three hours second semester.

### **English 33-34—English Literature.**

Three hours each week. Credit: three hours each semester.

## **Miscellaneous**

### **English 29—Children's Literature.**

Three hours each week. Credit: three hours first semester.

### **English 47—The Development of the English Novel.**

Credit: three hours first semester.



**English Seminar 31-32.**

Two hours each week. Credit: one hour each semester.

Advanced papers and reports on literary problems. A student majoring in English must take English Seminar 41-42 and should take also Seminar 31-32.

**English 38—Classical Mythology.**

Three hours each week. Credit: three hours second semester.

**English 39—Advanced English Grammar.**

Three hours each week. Credit: three hours first semester.

A course in functional grammar designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation and usage. See English 10.

**FOREIGN LANGUAGES**

PROFESSOR HILTY, ASSISTANT PROFESSORS DEAGON, MARTIN  
AND THOMPSON AND INSTRUCTORS HUNT AND FEAGINS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12 elementary course. History or English is recommended as a related subject. No credit will be given for less than one full year of any elementary language.

**French**

*Prerequisite for all courses beyond French 14: French 13-14, or equivalent.*

**French 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**French 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: French 11-12, or an acceptable entrance examination score.*

**French 21-22—Survey of French Culture.**

Three hours each week. Credit: three hours each semester.

**French 33-34—Conversation, primarily for language majors.**

Three hours each week. Credit: three hours each semester.



**French 21-22 is a prerequisite for the following advanced courses:**

**French 41—Sixteenth Century Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1961-1962, and alternate years.*

**French 42—Seventeenth Century Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1961-1962, and alternate years.*

**French 45—Eighteenth Century Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1960-1961, and alternate years.*

**French 46—Nineteenth Century Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1960-1961, and alternate years.*

**German**

*Prerequisite for all courses beyond German 14: German 13-14, or equivalent.*

**German 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**German 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: German 11-12, or equivalent.*

**German 21-22—Survey of German Literature.**

Three hours each week. Credit: three hours each semester.

*Offered 1961-1962, and alternate years.*

**German 31—Scientific and Technical German.**

Three hours each week. Credit: three hours first semester.

*Offered 1960-1961, and alternate years.*

**German 34—German Conversation and Composition.**

Three hours each week. Credit: three hours second semester.

*Offered 1960-1961, and alternate years.*

### Greek

#### Greek 11-12—Introduction to Greek Language and Literature (Elementary Course).

Three hours each week. Credit: three hours each semester.

This will be Attic Greek or New Testament Greek with sight reading in the N. T., according to the demand.

*Offered 1960-1961, and alternate years.*

#### Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Offered 1961-1962, and alternate years.*

*Prerequisite: Greek 11-12.*

### Latin

#### Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

*Offered 1961-1962, and alternate years.*

#### Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

*Prerequisite: Latin 11-12, or equivalent.*

*Offered 1960-1961, and alternate years.*

### Russian

#### \*Russian 11-12—Elementary Course

Three hours each week. Credit: three hours each semester.

#### \*Russian 13-14—Intermediate Course

Three hours each week. Credit: three hours each semester.

*\*Taught at Greensboro Division of Guilford College.*

### Spanish

*Prerequisite for all courses beyond Spanish 14: Spanish 13-14, or equivalent.*

#### Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

#### Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: Spanish 11-12, or an acceptable entrance examination score.*

**Spanish 21—Survey of Spanish Culture.**

Three hours each week. Credit: three hours first semester.

*Offered 1961-1962, and alternate years.*

**Spanish 22—Survey of Latin American Culture.**

Three hours each week. Credit: three hours second semester.

*Offered 1961-1962, and alternate years.*

**Spanish 31—Advanced Conversation.**

Three hours each week. Credit: three hours first semester.

*Offered 1960-1961, and alternate years.*

**Spanish 32—Advanced Composition.**

Three hours each week. Credit: three hours second semester.

*Offered 1960-1961, and alternate years.*

**Spanish 41—Spanish Literature of the Golden Age.**

Three hours each week. Credit: three hours first semester.

*Offered 1961-1962, and alternate years.*

**Spanish 42—Don Quijote.**

Three hours each week. Credit: three hours second semester.

*Offered 1961-1962, and alternate years.*

**Spanish 45—Nineteenth Century Spanish Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1960-1961, and alternate years.*

**Spanish 46—Contemporary Spanish American Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1960-1961, and alternate years.*

## GEOGRAPHY

**Geography 13—Elements of Geography.**

Three hours each week. Credit: three hours first semester.

Designed as an introduction into the field of geography, the course deals with the earth in its planetary relations, its representation on maps, with climatic elements and types of climates, soils, and surface features. Special attention is given to the manifold aspects of man's adaptation to his physical environment. Exercises in mapping and location of places are included.

*This course is intended especially for majors in elementary education.*

## Geography 14—Regional Geography.

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

*This course is intended especially for majors in elementary education.*

## GEOLOGY

### Geology 21-22—General Geology.

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include.

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

## HISTORY

PROFESSOR NEWLIN

ASSOCIATE PROFESSOR BURROWS

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History* 13-14, 21-22, three semesters of seminar and twelve additional hours selected carefully from other courses offered, at least six hours of which must be chosen from the following: *History* 41-42, 43, 44, 45 and 46. All history majors are expected to take the required core curriculum history course, *History* 37-38; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field of history in which they may be interested. Courses in economics, political science, literature and sociology are

especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to take three semesters in history seminar and to pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

### History 13-14—Modern Europe.

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1870 is covered during the first semester and the period from 1870 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

*Required of history majors, and should be taken in freshman year.*

### History 21-22—The History of the United States.

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1877.

*Required of history majors, and should be taken in sophomore year.*

### History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

*Offered 1960-1961, and alternate years.*

### History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

*Prerequisite: History 23.*

*Offered 1960-1961, and alternate years.*

### History 25-26—Latin America.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin American from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest



of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

*Offered 1961-1962, and alternate years.*

### **History 34—North Carolina.**

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

### **History 35—The Far East in the Modern World.**

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

*Offered 1960-1961, and alternate years.*

### **History 37-38—A History of World Civilization.**

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

*Required of all students—see cultural resources program.  
To be taken in junior year.*

### **History 41-42—The Foreign Policy of the United States.**

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have



been most important in the history of the country will be subjected to detailed study.

*Prerequisite: History 21-22.*

*Offered 1960-1961, and alternate years.*

No credit is given for less than one year's work.

### History 43—The Age of the Renaissance.

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

*Offered 1961-1962, and alternate years.*

### History 44—Sixteenth and Seventeenth Century Europe.

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

*Offered upon sufficient demand.*

### History 45—Europe Since 1914.

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

*Prerequisite: History 13-14.*

*Offered 1961-1962, and alternate years.*

### History 46—The United States Since World War I.

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

*Prerequisite: History 13-14 and History 21-22.*

*Offered 1961-1962, and alternate years.*

### History Seminar.

Two hours each week. Credit: one hour each semester.

#### Seminar I — Junior Seminar.

Required of all history majors during first semester of their junior year.

**Seminar II — Historiography.**

Required of all history majors during second semester of their junior year.

**Seminar III — Senior Seminar.**

Required of all history majors during first semester of their senior year. This seminar will be primarily devoted to the writing of the senior theses and the objective of the seminar is to secure the completion of these during the first semester.

## HOME ECONOMICS

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

### Home Economics 11—Housing and Home Furnishing.

Three hours each week. Credit: three hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of health, economy, comfort and beauty.

*Offered 1961-1962, and alternate years.*

### Home Economics 12—Clothing and Textiles.

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

Fundamental principles in the selection and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments to suit one's individual need.

*Offered 1961-1962, and alternate years.*

### Home Economics 21—Foods and Nutrition.

One lecture and six hours of laboratory work each week.

Credit: three hours first semester.

A study of the principles involved in selection and purchase of foods and in planning, preparation, and serving of family meals.

*Offered 1960-1961, and alternate years.*

### Home Economics 24—Family Economics—Home Management.

Three hours each week. Credit: three hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of household equipment.

*Offered 1960-1961, and alternate years.*

## MATHEMATICS

PROFESSOR PURDOM

INSTRUCTORS JONES AND REYNOLDS

The Department of Mathematics offers courses planned to meet the needs of three types of students: (1) those who enjoy mathematics for its own sake; (2) those whose intended vocation requires mathematical skills; and (3) those whose only need for mathematics is to become well educated persons in our quantitative civilization. Students of this last type are usually satisfied with six hours of mathematics—the minimum required of all candidates for a degree. This requirement may be met by passing *Mathematics 11-14*, or *Mathematics 13-15*, but the sequence *Mathematics 13-14* is planned specifically for such students and should be preferable to them.

Students of the first two types usually make mathematics their major or related subject. They should take *Mathematics 11-12*, 15, and 18 their freshman year. Students majoring in mathematics are required to take one year of physics in addition to 24 hours in mathematics exclusive of *Mathematics 14*. *Economics 34* (Elements of Statistics) may be included in a mathematics major.

The student intending to work toward a graduate degree in mathematics is advised to acquire a reading knowledge of French and German while still an undergraduate.

A Mathematics minor consists of approved courses up to and including *Mathematics 21* and *22*.

No one may receive credit for both *Mathematics 11* and *Mathematics 13*.

**Mathematics 11-12—College Algebra.**

Three hours each week. Credit: three hours each semester.

The first semester includes the necessary review of algebraic operations but stresses the application of linear, fractional, quadratic, and variation equations to problem solving. Additional topics are irrational equations, exponential equations, logarithmic computation, and logarithmic equations. The second semester continues with properties of determinants, inequalities, complex numbers, theory of polynomial equations, simultaneous quadratics, permutations, combinations, probability, mathematical induction, progressions, compound interest and annuities, partial fractions.

**Mathematics 13-14—Freshman Mathematics.**

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and

oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

### Mathematics 15—Trigonometry.

Three hours each week. Credit: three hours first semester.

Plane trigonometry including the use of logarithms in the solution of right and oblique triangles but also stressing properties of the trigonometric functions, their inverses, their graphs, identities, and equations.

*Prerequisite: 1½ units of high school algebra or Mathematics 13 or current registration in Mathematics 11.*

### Mathematics 18—Plane Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Customary topics of plane analytic geometry treated primarily as preparation for the calculus and the sciences.

*Prerequisite: Mathematics 11, 15, and registration in Mathematics 12 or equivalent progress.*

### Mathematics 21—Calculus I.

Three hours each week. Credit: three hours first semester.

Fundamental concepts of differential and integral calculus; technique of differentiation.

### Mathematics 22—Calculus II.

Three hours each week. Credit: three hours second semester.

Applications of differentiation, formal integration, and applications of integration.

*Prerequisite: Mathematics 21.*

### Mathematics 33-34—Modern Algebra.

Three hours each week. Credit: three hours each semester.

The basic concepts and fundamental properties of numbers, groups, rings, integral domains, fields, polynomials, matrices and determinants.

*Prerequisite: Mathematics 21-22.*

### Mathematics 35—Theory of Equations.

Three hours each week. Credit: three hours first semester.

The solution of polynomial equations by trial, by radicals, and by Horner's method; transcendental equations by graphing and by Newton's method. Sturm functions, discriminants, and eliminants. Properties of determinants, rank of a matrix, linear dependence and consistency of  $m$  linear equations in  $n$  unknowns.

*Prerequisite: Mathematics 21.*

### Mathematics 36—Solid Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Points, curves and surfaces as represented in three dimensional

co-ordinate systems. Determinants and matrices are utilized in the study of systems of surfaces, transformations, and the general quadric surface.

*Prerequisite: Mathematics 35 or consent of the department.*

### Mathematics 41—Advanced Calculus.

Three hours each week. Credit: three hours first semester.

Ability to differentiate and integrate the familiar functions of one variable is presupposed, but the definitions of derivative, differential, and Riemann integral are reviewed and made more rigorous. The major portion of the course is devoted to functions of several variables including such topics as partial derivatives, directional derivatives, multiple and line integrals, Jacobians, and vector operators.

*Prerequisite: Mathematics 22.*

*Offered upon sufficient demand.*

### Mathematics 42—Differential Equations.

Three hours each week. Credit: three hours second semester.

A course for majors in mathematics or the natural sciences, seeking to develop mathematical maturity and resourcefulness in solving problems by the methods of differential equations.

*Prerequisite: Mathematics 22.*

*Offered 1960-1961, and alternate years.*

## MUSIC

ASSOCIATE PROFESSOR BAUMBACH

INSTRUCTOR SMYRE

INSTRUCTOR LJUNG

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music Education majors



must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resource courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, *Music* 31-32 in the third, and *Music* 33-34 and 41-42 in the last year. Lessons for majors in the field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resource courses. The student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, and *Music* 33-34 and 41-42 in the third and fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit has been earned.

Music Education majors with an applied music major in: piano must complete grade 7 in piano and grade 2 in voice; voice must complete grade 5 in piano and grade 3 in voice; orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major



in instruments plus an advanced course in music history and literature.

**Music Theory majors:** Any student who has completed two years in any music course and has received a grade of B or better in *Music* 15-16, 21-22 and 17-18 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano and may take a course in orchestration or counterpoint, or both.

### Music 11-12—Music Appreciation.

**First semester:** Two hours class and one hour laboratory each week. **Second semester:** One hour class and two hours laboratory each week. **Credit:** Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

*Open to all students.*

### Music 13-14—Church Music and Hymnology.

Two hours of lectures and one hour of laboratory each week.

**Credit:** two hours each semester.

A survey of the history and literature of church music in general and hymnology in particular. Designed to give religion majors, ministerial students, and music students a deeper understanding and appreciation of the music of the church.

*Open to all students.*

### Music 15-16—Elementary Theory.

Three hours each week. **Credit:** two hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

*Open to all students.*

### Music 17-18—Eartraining.

Two hours each week. **Credit:** one hour each semester.

The materials presented in MUSIC 15-16 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with MUSIC 15-16.

**Music 21-22—Advanced Theory.**

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

*Prerequisite: Music 15-16.*

**Music 31-32—Counterpoint.**

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

*Prerequisite: Music 21-22.*

*Offered 1961-1962, and alternate years.*

**Music 33-34—History of Music.**

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

*Prerequisite: Music 21-22.*

*Offered 1961-1962, and alternate years only, unless the demand is sufficiently great.*

**Music 41-42—Form, Analysis, and Composition.**

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

*Prerequisite: Music 11-12.*

*Offered 1961-1962, and alternate years.*

**Music 43-44—Orchestration.**

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

*Offered upon sufficient demand.*

**Music 45-46—Music Literature.**

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

*Offered in alternate years upon sufficient demand.*

**Music 47—Opera.**

Two hours class and one laboratory each week.

Credit: two hours first semester.

*Prerequisite: Music 11-12.*

*Offered upon sufficient demand.*

**Music 48—Symphony.**

Two hours class and one laboratory each week.

Credit: two hours second semester.

*Prerequisite: Music 11-12.*

*Offered in alternate years only upon sufficient demand.*

*See Education 25—Music for the Elementary School Teacher.*

*See Education 31—Elementary School Music Problems.*

*See Education 32—High School Music Problems.*

**APPLIED MUSIC COURSES**

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is achieved.

**Piano Major**

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

*Entrance requirements:* To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

### Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F. Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixths, and tenths, M.M.—quarter note—112, in the following form:

Two octaves in eighth notes.

Four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

### Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

### Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, *Gradus ad Parnassum*; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and modern pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

### Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballads, etc.; Beethoven; Sonatas equivalent in difficulty to Op. 31, E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He should have had considerable experience in ensemble and should be a capable sight reader.

### Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

*Entrance requirements:* To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

### Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple Songs in English and Italian. (Piano 2-3)

### Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4-5)

### Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers. (Piano 6-7)

### Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

## Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue



the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four years course are required.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

### **Music 35-36—String Class.**

Two hours each week. Credit: one hour each semester.

A two-semester course in the fundamentals of string technique.

### **Music 37—Woodwind Class.**

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

### **Music 38—Brass Class.**

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

### **Music 27-28—Class Voice.**

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and developing a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

### **Music 19-20—Choir.**

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Cappella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred



gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools and for ministerial students.

### **Music 23-24—Piano Methods.**

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

*Offered upon sufficient demand.*

### **Music 25-26—Voice Methods.**

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

*Offered upon sufficient demand.*

## **NATURAL SCIENCE**

PROFESSOR CAMPBELL

INSTRUCTORS BARTLETT AND GELFAND

### **Natural Science 11—The Physical World.**

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See tool courses.)

### **Natural Science 12—Human Biology (Man and the Biological World).**

Three lectures and two hours of laboratory each week.

Credit: three hours second semester.

(See tool courses.)

Also listed as BIOLOGY 12.

## **PHILOSOPHY**

PROFESSOR MILNER

AND ASSOCIATE PROFESSORS KENT AND FEAGINS

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal

reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages, literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy includes *Philosophy* 10, 11, 12, 28, 31, 33, 35 and 36. *Philosophy* 26 may be taken in place of any one of the last five of these courses.

### **Philosophy 10—Introduction to Philosophy.**

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

Note: this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only PHILOSOPHY 24 and PHILOSOPHY 41-42, which are core-curriculum courses required of all students.

*Offered each semester each year.*

### **Philosophy 11—Ethics: The Theory of Morals.**

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

### **Philosophy 12—Logic: the Principles and Problems of Rational Belief.**

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences; an introduction to the principles and problems of the methods of proof used in the empirical sciences.

### **Philosophy 24—Aesthetics: Appreciation of Art.**

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses.)

### Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

*Offered 1961-1962, and alternate years.*

### Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

The aim of this course is to acquaint students with a major number of Plato's Dialogues. The emphasis will be on the content of the dialogues and the implications of the ideas expressed therein.

*Not open to freshmen.*

*Offered 1960-1961, and alternate years.*

### Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as *Religion 31*.)

### Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the aesthetic object; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community.

*Offered 1961-1962, and alternate years.*

### Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

This course traces the development of American philosophical thought from the colonial American to modern times. Special emphasis will be placed on social and political thought.

*Offered 1960-1961, and alternate years.*

### Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

*Offered 1961-1962, and alternate years.*

### Philosophy 41-42—A Survey of Religious and Philosophical Thought in Western Civilization.

Three hours each week. Credit: three hours each semester.  
(See cultural-resource courses.)

### Philosophy Seminar.

Two hours each week. Credit: one hour each semester.

Individual and group reading and discussion of selected material—particularly from the current journals—dealing with special topics of contemporary interest.

*Required of all juniors and seniors majoring in philosophy, and open to all minoring in philosophy; open to all others at the discretion of the department.*

## PHYSICAL EDUCATION

The work in the Department of Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have polio, typhoid and small-pox vaccinations before they enroll.

A major in Physical Education is offered for men, and a minor is offered for women.

### PHYSICAL EDUCATION FOR MEN

DIRECTOR OF MEN'S PHYSICAL EDUCATION MAYNARD,  
DIRECTOR OF ATHLETICS APPENZELLER AND  
INSTRUCTOR PARRISH

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, tennis and golf.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, badminton, horseshoes, golf pitch, track, and ping-pong.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take. The following courses are required for all Physical Education majors: Physical Education 15, 16, 25, 26, 35, 36, 47, 48, and five of the two hour courses; and Biology 13-14.

### **Physical Education 17-18M—A Service Course for Freshmen.**

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

*Required of all freshmen.*

### **Physical Education 23-24M—A Service Course for Sophomores.**

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

*Required of all sophomores.*

### **Physical Education 39-40M—A Service Course for Juniors.**

Three hours each week. Credit: one hour each semester.

*Required of all juniors.*

### **Physical Education 43-44M—A Service Course for Seniors.**

Three hours each week. Credit: one hour each semester.

*Required of all seniors.*

### **Physical Education 15M—Personal Hygiene.**

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human



body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

### **Physical Education 16M—Community Hygiene.**

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as sanitation of the water supply, occupational and environmental health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

### **Physical Education 25M—Principles of Health and Physical Education.**

Three hours each week. Credit: three hours first semester.

This course considers the need and purpose of health education, the healthful school, aspects of school health service, school and community cooperation for health, the curriculum in health education and foundations of methods in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized.

### **Physical Education 26M—Organization and Administration of Physical Education and Athletics in Public Schools and Colleges.**

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Problems of schedule making, equipment buying and legal aspects are among those included.

### **Physical Education 27M—Recreational Games for Teachers in Public Schools and Colleges.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

### **Physical Education 28M—Theory, Technics and Skills in the Coaching of Basketball, Track and Field Events.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

### **Physical Education 29M—Theory, Technics and Skills in the Coaching of Football.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their junior year.*



**Physical Education 30M—Methods, Materials and Practice in Tumbling, Gymnastics, and Wrestling.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 37M—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball, and Badminton.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

*Offered 1959-1960, and alternate years.*

**Physical Education 38M—Skills, Technics and Methods in Coaching Baseball.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 35M—Individual and Corrective Physical Education.**

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1960-1961, and alternate years.*

**Physical Education 36M—Evaluation and Measurements in Health and Physical Education.**

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests of strength, cardiovascular conditions, nutritional appraisal, sports ability, motor ability, posture appraisal, sports knowledge, and other areas.

*Offered 1960-1961, and alternate years.*

*Open only to Juniors and Seniors majoring in Physical Education.*

**Physical Education 47M—Anatomy (Human).**

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

*Offered 1961-1962, and alternate years.*

*Open only to Juniors and Seniors majoring in Physical Education.*

**Physical Education 48M—Physiology.**

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

*Offered 1961-1962, and alternate years.*

*Open only to Juniors and Seniors majoring in Physical Education.*

**PHYSICAL EDUCATION FOR WOMEN**

INSTRUCTORS UPCHURCH, REDDECK AND PERRY

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular coordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group cooperation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in cooperation with this department.

A minor in Physical Education is offered to women students. This emphasis can well be utilized in the vocations of teaching, recreation, and social work. For the requirements of the minor program, consult with the Women's Physical Education Department.

**Physical Education 11-12W—A Service Course for Freshmen.**

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including

individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

*Required of all freshmen.*

### Physical Education 21-22W—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

*Required of all sophomores.*

*Prerequisite: Physical Education 11-12.*

### Physical Education 31-32W—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

*Required of all juniors.*

*Prerequisite: Physical Education 11-12.*

### Physical Education 41-42W—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

*Required of all seniors.*

*Prerequisite: Physical Education 11-12.*

### Physical Education—19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

*Required of all students advised by the college physician to substitute limited activity for regular physical education.*

### Physical Education 13W—Personal Hygiene.

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of

living with concern for herself, the immediate group in which she lives, and her community.

*Required of all freshmen.*

### **Physical Education 36W—Leadership in Recreation.**

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

*Offered 1961-1962, and alternate years.*

### **Physical Education 45W—Practices and Procedures for Health in Elementary Schools.**

Two hours each week. Credit: two hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher.

*Offered 1960-1961, and alternate years.*

### **Physical Education 46W—Practices and Procedures for Physical Education in Elementary Schools.**

Two hours each week. Credit: two hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher.

*Offered 1961-1962, and alternate years.*

### **Physical Education 49W—Methods and Materials in Team Sports for Women.**

Three hours each week. Credit: three hours each semester.

A course designed to acquaint the student with the techniques and teaching methods in a variety of team sports played by women.

### **Physical Education 50W—Methods and Materials in Individual Activities for Women.**

Three hours each week. Credit: three hours each semester.

Includes techniques and methodology for teaching selected individual sports and rhythms.

## PHYSICS

PROFESSOR PURDOM

The courses in Physics are designed so as to present to the student an important division of knowledge and an opportunity to participate actively in experimental investigations.

The Department has arranged the courses so that a student may prepare for a career in the fields of applied engineering physics; for further study at a graduate level; and for specialization in the field of science teaching.

The study of mathematics is strongly urged as a related subject, as the methods of the calculus are used in all of the advanced courses. It is recommended that students who intend to major in Physics take *Chemistry* 11-12 in their freshman year and *Chemistry* 21-22 and 31 during their college course

### Physics 11-12—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

This course presents the basic phenomena of physics for students of chemistry, biology, physics and engineering science. Strong emphasis is placed on quantitative concepts in the various subdivisions of mechanics, heat, electricity and light, and laboratory exercises are provided to measure many of these.

*Prerequisite: Mathematics 14 or 15.*

*Physics 11-12 is a prerequisite for all advanced courses in the Physics Department.*

### Physics 21—Physical Optics.

Lectures and laboratory exercises each week.

Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves; velocity, refraction, reflection, diffraction and its associated gratings, interference and polarization. Elementary studies in the field of spectroscopy.

*Offered 1959-1960, and alternate years.*

### Physics 22—Mechanics.

Three lectures each week. Credit: three hours second semester.

Analytical mechanics, treating the statics, kinematics and dynamics of particles and rigid bodies. Various problems in the use of calculus and vector methods in mechanical systems.

*Offered 1959-1960, and alternate years.*

### Physics 31-32—Electricity and Magnetism.

Lectures and laboratory exercises each week.

Credit: three hours each semester.

Lectures and experiments concerning precision electrical measurements, potential, capacitance, thermoelectricity, magnetic fields, induc-



tance, and alternating current circuits. Elementary electronics, such as study and application of vacuum tubes and a number of circuits employing them.

*Offered 1960-1961, and alternate years.*

### **Physics 41-42—Atomic Physics.**

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theory of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of discharge through gases, radioactivity, photoelectricity, X-ray, thermionic emission, particle accelerators and nucleonics.

### **Physics 49—Physics Seminar.**

Credit to be determined by the nature and quantity of study completed.

*Intended only for those students majoring in Physics.*

## **POLITICAL SCIENCE**

PROFESSOR NEWLIN

ASSISTANT PROFESSOR POLHEMUS

The courses in Political Science are designed to give the student a basic foundation for the whole field. Special attention is given to political theory, international organization, international politics, and the government of the United States.

Those who major in Political Science will be advised by the major professor to take courses in related fields to fit the future needs of the students.

### **Political Science 11—Principles of Political Science**

Three hours each week. Credit: three hours first semester.

This course not only seeks to make the student familiar with the basic principles of political science, but introduces him to Political Fundamentals, Theory and Organization of the State, Political Dynamics, and Relationship among Nations.

### **Political Science 12—American Government: National**

Three hours each week. Credit: three hours second semester.

A study of the organization and functioning of government in the United States at the national level. The federal system with its division and separation of powers, methods of functioning, problems of administration, and the role of the individual citizen are stressed. This course meets the North Carolina requirements for teachers within the state school system.

### **Political Science 21—State and Local Government in the United States.**

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization,



fields of work and administrative methods of Government in the states, counties, cities and local units of the United States. If the tree of democracy is to flourish, reorganization at the "grass roots" of the state and local levels is necessary. College-trained men and women must provide the leadership for this in the local community and state. Since it is at this state and local level that government touches the individual the most closely, this course may be used as an introductory course for the student of Political Science.

### Political Science 22—Political Dynamics

Three hours each week. Credit: three hours second semester.

Politics is a struggle for power. This course is designed to explore not only political parties and the part that Public Opinion and Interest Groups play in the struggle, but is also a study of the means of communication with special reference to propaganda.

### Political Science 34—International Organization

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the framework of international organization, and its political, economic, social and colonial activities.

*Offered 1961-1962, and alternate years.*

### Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

*Prerequisite: Political Science 12 or History 21-22.*

*Offered 1961-1962, and alternate years.*

### Political Science 41-42—International Politics

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student the opportunity of studying the origins and development of International Politics with particular reference to forces and prospects involved. Specific case studies bring these into sharp focus. In the second semester the Struggle for Power and Peace is emphasized. Specific case studies bring these into sharp focus.

*Prerequisite: 6 hours of Political Science. History 13-14 or 37-38 are helpful.*

*Offered 1961-1962, and alternate years.*

### Political Science 44—History of Political Thought.

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student a panorama of readings and essays spanning the periods of the Reformation to the present day. It begins with the secular national state and continues to the present-day thinking regarding a world order.

*Prerequisite: 6 hours of Political Science.*

*Offered 1960-1961, and alternate years.*

## PSYCHOLOGY

PROFESSOR MILNER AND

ASSISTANT PROFESSOR VANCE

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

### Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

(See cultural-resource courses.)

*Prerequisite for all other psychology courses.*

### Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

### Psychology 23—General Experimental Psychology.

One lecture and four hours of laboratory each week. Credit: three hours second semester.

A laboratory course applying experimental method to psychological problems. A study of the principles of quantitative thinking and of considerations basic to psychological measurement, experimental design, and analysis of data. Training in the design, execution, and interpretation of experiments will be given. Such topics as psychophysics, perception, motivation, frustration, conflict, transfer, learning, and memory are included.

### Psychology 31—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

*Offered 1961-1962, and alternate years.*

**Psychology 32—Educational Psychology.**

Three hours each week. Credit: three hours first semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

*Prerequisite: Psychology 22.*

**Psychology 34—Introduction to Statistics in Psychology.**

Three hours each week. Credit: three hours second semester.

This course introduces the student to the statistical procedures used in experimental investigation in psychology and related fields. Specific topics covered include the collection and organization of data, graphical representations, measures of central tendency, measures of variability, elements of probability theory, the normal distribution, correlation techniques, and the use of standard scores.

**Psychology 35—Physiological Psychology.**

Three hours each week. Credit: three hours first semester.

A survey of the interrelationship of biological and psychological factors in behavior. End organ, neurological and muscle action patterns and their contribution to integrated behavior will be considered. The influence of endocrine, hormonal and metabolic processes will be investigated.

**Psychology 41—Psychology of Personality.**

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

*Offered 1960-1961, and alternate years.*

**Psychology 42—Abnormal Psychology.**

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

*Offered 1961-1962, and alternate years.*

**Psychology 44—Psychological Testing.**

Three hours each week. Credit: three hours second semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

*Offered 1961-1962, and alternate years.*

### Psychology 45—Current Psychologies: Psycho-analytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psycho-analytical psychology as systemized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

*Offered 1960-1961, and alternate years.*

### Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; and dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

*Offered 1960-1961, and alternate years.*

### Psychology Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

*Required of all juniors and seniors majoring in psychology.*

## RELIGION

PROFESSOR CROWNFIELD,

ASSOCIATE PROFESSORS KENT AND MOORE

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who expect to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion* 11, 12, 21, 22, 31, 33-34, 37-38 and 48.

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of religious study, including knowledge of the Bible, religious

history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 33-34 and 37-38, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

### **Religion 11—Old Testament: The Prophets.**

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

*Offered 1961-1962, and alternate years.*

### **Religion 12—Life and Teachings of Jesus.**

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

*Offered 1961-1962, and alternate years.*

### **Religion 15—History and Principles of the Society of Friends.**

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

### **Religion 21—New Testament: Epistles and Johannine Writings.**

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

*Offered 1960-1961, and alternate years.*

### **Religion 22—Old Testament: Law, History and Writings.**

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

*Offered 1960-1961, and alternate years.*



**Religion 31—Philosophy of Religion.**

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

*At least three hours work in Religion and three hours in Philosophy are presupposed.*

**Religion 33-34—Principles and Practices in Christian Education.**

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

*Either semester may be taken without the other.*

*Offered 1961-1962, and alternate years.*

**Religion 35-36—The Development of Religion in the Bible.**

Three hours each week. Credit: three hours each semester.

*(See cultural-resource courses.)*

**Religion 37-38—History of Christianity.**

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

*Either semester may be taken without the other.*

*Offered 1960-1961, and alternate years.*

**Religion 43—History of Religions.**

Three hours each week. Credit: three hours first semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

*Offered 1961-1962, and alternate years.*

**Religion 48—Christian Ethics.**

Three hours each week. Credit: three hours second semester.

*Offered 1961-1962, and alternate years.*

**Religion Seminar.**

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester



is planned for upperclassmen and deals with important trends in current religious thought.

*Religion majors are required to participate twice in the first semester program and twice in the second.*

## GRADUATE STUDY IN RELIGION

Guilford College now offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if it appears that they have needs which may be met by the program.

### REQUIREMENTS FOR ADMISSION

Candidates for a degree must have the degree of Bachelor of Arts, or equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

### PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative and a generally mature attitude. The degree will not be awarded for the mechanical "passing" of a prescribed number of hours.

Requirements for a degree include the completion of 30 semester hours of advanced study, the passing of a general examination including written and oral parts, and a satisfactory thesis representing original research in some field where faculty direction and library materials are available.

Students will be expected to be able to use at least one of the following languages: Greek, Latin, French or German, in connection with their studies, and to pass an examination in the chosen language before being admitted to candidacy for the degree.

For the present, two three-hour courses, or the equivalent, will be offered each semester.

## FEES

For the present, the cost will be \$15.00 per credit hour per semester. Limited scholarship help will be available, based on academic standing and need.

*Courses to be offered upon sufficient demand.*

**Religion 111—Early Christianity.**

Credit: three hours first semester.

A study of the book of Acts, with especial attention to the interaction of Christianity and its environment.

**Religion 112—New Testament Thought.**

Credit: three hours second semester.

Attention will be paid to the unity and variety of thought on the chief topics treated by New Testament writers.

**Religion 121—Preaching: Principles and Practice.**

Credit: three hours first semester.

Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

**Religion 122—Preaching: Principles and Practice.**

Credit: three hours second semester.

A continuation of 121.

**Religion 123—Quaker Leadership.**

Credit: three hours first semester.

Designed to give the student a comprehensive acquaintance with contemporary Quakerism, and to prepare him for assuming responsible leadership within it.

**Religion 124—Quaker Leadership.**

Credit: three hours second semester.

A continuation of 123.

**Religion 131—Contemporary Theologians.**

Credit: three hours first semester.

A seminar devoted to the study of Barth, Brunner, Tillich and Niebuhr.

**Religion 132—Quaker Thought.**

Credit: three hours second semester.

A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time, with special emphasis on a selected group each year.

**Religion 141—Seminar in the Philosophy of Religion.****Religion 142—Seminar in New Testament.**

**SECRETARIAL COURSES**

ASSISTANT PROFESSOR MOORE

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

**Business 11-12—Typewriting (Elementary).**

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

**Business 13-14—Shorthand Theory (Gregg Functional Method).**

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

*Prerequisites: Business 11-12, or equivalent, should precede or be taken concurrently.*

**Business 15-16—Advanced Typing (Production Work).**

Three hours each week. Credit: two hours each semester.

*Prerequisite: Business 11-12, or equivalent.*

**Business 18—Secretarial Accounting.**

Four hours each week. Credit: two hours second semester.

**Business 21-22—Advanced Shorthand and Typewriting—Transcription.**

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

*Prerequisites: Business 11-12 and 13-14.*

*The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Division of Guilford College.*

**SOCIOLOGY AND ANTHROPOLOGY**

PROFESSOR STAFFORD

PROFESSORS DINKEL AND MILNER

VISITING PROFESSOR LOVEJOY

ASSISTANT PROFESSOR ZOPF

Students who plan to take graduate work in law, religion, politics, or social research are invited to major in this depart-

ment. Undergraduate majors or minors in this field are also recommended for students entering business, public relations, personnel work, labor relations, or social work. Students who plan no graduate work but are interested in a broader cultural background and deeper understanding of human relations are also welcomed.

The Sociology and Anthropology Department aims to help students explore the best materials available on social interaction, group relationships and dynamics, and cultural change. Special research projects, tutorial reading arrangements, and field work with social agencies may also be arranged.

A major in Sociology requires twenty-four hours plus four hours credit in seminar (or an alternative equivalent acceptable to the department). Considerable flexibility for individual needs is possible, but students planning graduate work are expected to include Sociology 21, 24, 31, 39, and 40. They are also urged to include a course in statistics. Social work candidates should include Sociology 22, 24, 32, 34, and 35. They are urged to include a course in Family or Consumer Economics. Students desiring admission to graduate school are expected to pass a comprehensive examination in the field if they wish full recommendation by the department.

### **Sociology 11—Tools of the Social Sciences**

Three hours each week. Credit: three hours first semester.

This course is intended for majors or minors in the social sciences and is expected to precede or accompany Sociology 20. The scientific method; the logic of the social sciences; concepts and constructs; interpretation of data; inference from statistics; problems in elementary semantics; clues to basic library research.

### **Sociology 13—Rural Sociology**

Three hours each week. Credit: three hours first semester.

A study of the rural-urban continuum, folk cultures, communities and neighborhoods, man-land relationships, tenure, and rural institutions.

*Not open to students credited with Sociology 23.*

*Offered 1961-1962, and alternate years.*

### **Sociology 14—Urban Sociology and Community**

Three hours each week. Credit: three hours second semester.

A study of the urban community, urban ecology, migration, succession, differentiation and stratification, social institutions in urban areas, urbanization and social change.

*Not open to students credited with Sociology 23.*

*Offered 1960-1961, and alternate years.*

**Sociology 20—The Social Sciences—Introductory.**

Three hours each week. Credit: three hours.

A consideration of the development of a scientific approach to the study of society, the culture concept, basic Western institutions, problems of socialization and personality adjustment.

**Sociology 21—Principles of Sociology.**

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, processes of socialization and personality adjustment.

*Offered 1960-1961, and alternate years.*

**Sociology 22—Social Problems.**

Three hours each week. Credit: three hours second semester.

A study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

**Sociology 24—Marriage and the Family.**

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

**Sociology 25—Population: History, Theory, Determinants, and Consequences.**

Three hours each week. Credit: three hours first semester.

*Offered 1961-1962, and alternate years.*

**Sociology 26—Sociology of Religion.**

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and to primitive or preliterate religions.

*Offered upon sufficient demand.*



**Sociology 28—Industrial Sociology.**

Three hours each week. Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factories and comparable organizations as social systems.

*Offered upon sufficient demand.*

**Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory—Introductory).**

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

*Offered 1960-1961, and alternate years.*

**Sociology 32—Cultural Anthropology.**

Three hours each week. Credit: three hours second semester.

An emphasis on studies of cultural patterns of socialization and personality formation. Social organization and social institutions—especially modern primitive—are studied along with the application of anthropological methods to subdivisions of modern Western Society.

*Offered 1960-1961, and alternate years.*

**Sociology 33—Southern Regions.**

Three hours each week. Credit: three hours first semester.

An investigation of the Southern regional culture and its relation to the culture of the United States. A study is made of the physical and human resources for these regions and of developments pointing toward a greater realization of inherent capacities of the Southern regions.

*Offered 1961-1962, and alternate years.*

**Sociology 34—Crime and Delinquency.**

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of crime, crime statistics, an analysis of the theory and methods of treatment.

*Offered 1961-1962, and alternate years.*

**Sociology 35—Forms of Social and Relief Work.**

Three hours each week. Credit: three hours first semester.

A developmental history and description of public and private social service agencies, community organization, group work, and disaster relief. Case work is especially emphasized.

*Offered 1960-1961, and alternate years.*

**Sociology 36—Racial and Ethnic Relations.**

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes and relations. A study of the present status of racial and ethnic groups, especially in the Americas.

*Offered 1961-1962, and alternate years.*

**Sociology 37—Educational Sociology—Intergroup Relations.**

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between different groups of people.

*Offered upon sufficient demand.*

**Sociology 39—Introduction to Social Research.**

Three hours each week. Credit: three hours first semester.

A historical study of social surveys and of the development of modern techniques and methods of social research—schedules, questionnaires, case studies, culture group and community studies, elementary scaling and statistical techniques.

*Offered 1961-1962, and alternate years.*

**Sociology 40—Social Theory.**

Special tutorial arrangements. Credit: to be determined.

A reading course covering basic social and sociological theory as listed in departmental bibliography and tailored to individual needs.

*Open only to seniors with special departmental permission.*

**Sociology 41-42—Research or Field Work in Sociology.**

Credit: to be determined.

A problem in social investigation under the direction of the instructor, or, properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences, field work with agencies in social work.

*Open only to seniors with special departmental permission.*

**Sociology Seminar.**

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social case work journals. Reports, discussion, occasional visiting lecturers and field trips. Major topics to be selected according to the needs and interests of the group.

## THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

## ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

### The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in cooperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Athletic contests are promoted for the benefit of regularly enrolled students only, and only such students are permitted to represent the college in any athletic contest.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

### Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In cooperation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President,

Secretary-Treasurer, sports managers, equipment manager, dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

## MUSICAL ORGANIZATIONS

### Guilford College Community Chorus

This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927.

Membership is open to all students, faculty, and townspeople who enjoy participating in the performances of these great works.

### The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

### A Cappella Choir

This concert choir, which made its initial appearance at the commencement exercises in 1929, was the first organization of this kind in any Southern institution.

In its many local appearances and its annual concert tours throughout the Eastern United States it has evoked many enthusiastic comments on the quality of its performances and especially on the aesthetic and spiritual values which its members have been trained to experience and thus to communicate to the audiences.

Membership in the A Cappella Choir is open to all students but participation in public performances is at the discretion of the director.

Membership offers unusual opportunities for excellent training in the finest types of music, particularly the various periods of sacred music ranging from the 15th through the 20th centuries; it provides splendid fellowship and opportunities to carry a real message to the people of our country.



## LITERARY SOCIETY

The purpose of the Guilford College Literary Society is to promote creative writing and develop artistic talents. The Literary Society publication is edited and published by a student staff under the direction and sponsorship of a faculty adviser designated by the administration. The editor-in-chief, assistant editor, and business manager are selected annually in the student elections by vote of the student body, but participation is open to all students interested.

## THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student governments and two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

## THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

## SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

## THE STUDENT PUBLICATIONS

*The Guilfordian*, newspaper, published at intervals of one or two weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

## STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government and the Women's Student Government cooperate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these associations.

## THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization, called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

## STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college.

## Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Athletic Council—Men's		Guilfordian	
	Points		Points
President .....	1	Editor-in-chief .....	5
Secretary .....	1	Managing Editor .....	4
Athletic Council—Women's		Business Manager .....	4
President .....	2	Associate Editor .....	2
Vice-President .....	2	Regular reporters .....	2
Secretary-Treasurer .....	2	Minor staff member .....	1
Member .....	1	Honor Board	
Athletic Teams—Men's		Member .....	1
Cross Country, Tennis, Track		International Relations Club	
Golf		President .....	2
Manager .....	2	Vice-President .....	1
Varsity squad .....	2	Secretary .....	2
Baseball, Basketball, Football		Treasurer .....	1
Manager .....	3	Literary Society	
Assistant Manager .....	2	Editor .....	2
Varsity squad .....	3	Associate Editor .....	1
Junior varsity squad .....	1	Business Manager .....	1
Cheerleaders		Monogram Club	
Head cheerleader .....	1	President .....	2
Member .....	1	Quaker	
Choir		Editor-in-chief .....	4
President* .....	2	Managing Editor .....	3
Business Manager* .....	2	Photograph Manager .....	3
Librarian .....	1	Business Manager .....	2
Member, if not registered for		Advertising Manager .....	2
credit .....	3	Minor staff member .....	1
*If registered for credit, 3 points		Representatives to Student	
Classes		Assembly	
President of any class .....	2	Member .....	1
College Marshal		Social Committee	
Member .....	1	Chairman .....	3
Committee on Convocations		Member except chairman .....	2
Member .....	1	Student Affairs Board	
Dramatics		President .....	3
Major Actor .....	2	Secretary .....	2
Minor Actor .....	1	Member except President or	
President of Dramatic Council .....	2	Secretary .....	1
Stage Manager .....	2	Student Christian Association	
Member of Dramatic Council .....	1	President .....	3
Fine Arts Club		Cabinet member except	
President .....	2	President .....	2
Member .....	1	Student Council—Men's	
		President .....	4
		Vice-President .....	2
		Member except President .....	1
		Student Council—Women's	
		President .....	4
		House President .....	3
		Secretary .....	2
		Member except President, House	
		President, or Secretary .....	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

Quality Average of Student	Points Allowed
3.00 .....	13
2.75 .....	12
2.50 .....	11
2.25 .....	10
2.00 .....	9
1.75 .....	8
1.50 .....	7
1.25 .....	6
1.00 .....	5

A student passing nine hours work with an average of "C," yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Business Office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade Inc. Such a student will be readmitted to student activities when the instructor who gave the grade Inc. reports that the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

# ACADEMIC REGULATIONS

## GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *X*, *Inc.* and *F*.

*A* represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. *X* represents grade not determined. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

## ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend class regularly. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C* are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.



All students are required to attend chapel twice a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

### LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counseling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

Once registered, a person is considered a duly enrolled student until he or she files with the registrar or the deans a written notice of intention to withdraw from college. A student who withdraws without giving proper written notice will not be entitled to an official dismissal, or a refund from the Treasurer's Office.

### EXTRA HOURS

Only students who have passed all their academic work and made an average of *B* during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

### HONORS

*Honors* shall be awarded to the graduate who during his college course has attained the quality average

of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

### HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester.

Those on the honor roll are not required to attend classes, nor are they held responsible for daily preparations, but are required to take announced quizzes and quarterly and semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

### EXCLUSION FOR FAILURE

In order to be eligible to return to college the second year a Freshman must have passed 15 hours of work during the year with an average grade of C.

In order for a Sophomore to return for the third year of college, he must have passed 24 hours with an average of C for the entire year.

In order for a Junior to return for the fourth year of college he must have passed 30 hours with an average grade of C.

### REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark A he will receive 3 quality points; B, 2

points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counseling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

Besides the major of twenty-four hours, a student is required to complete up to thirty hours in related fields. This is normally divided up into two fields of eighteen and twelve hours each. In addition the student must pass a comprehensive examination in English, given upon the completion of English 12; and a similar examination in a foreign language, given upon the completion of the intermediate course. As his course of study progresses he will be required to give a sophomore speech and a junior speech in his major field of study.

#### SENIOR THESIS

1. Each senior is required to prepare a thesis or its equivalent.

2. A June graduate must file the subject, outline and bibliography of the thesis with his major adviser not later than December 1.

Students are urged to confer early with the major professor about a thesis subject, and to make arrangements about carrying on the work for the thesis. The major professor may want to establish earlier completion dates than those listed in order to avoid having a large number of theses to read at the last minute.

3. The first draft must be submitted to the member of the faculty directing the study by March 1, and the final draft, approved and signed, must be filed with the registrar by May 15. Students graduating at the end of the first semester must submit the first draft of the thesis to the faculty adviser by December 1, and the final draft, approved and signed, must be filed with the registrar by January 10.

Students graduating at the end of the summer session are required to complete the thesis by June 1st, unless they obtain an extension of time from the head of the department. The thesis may not be filed later than July 17.

4. A music major substituting a graduating recital for thesis is required to submit a copy of the recital program signed by the head of the department. Such programs are to be filed with the registrar by May 15th.

5. *A degree will not be awarded to a student on the date which he has made application if his thesis is not in the registrar's office on the date due. If he has not been able to complete his thesis on account of what he believes to be circumstances beyond his control, he may appear personally before the faculty not later than two days after the date due and state his case. If the majority of the faculty are convinced that his case is valid, he may be granted an extension of time.*

6. *Senior theses are to be typed on white rag content bond paper 8½ by 11 inches, sixteen pounds or heavier. The pamphlet by Hinkle and Johnson, "The Form of*

the Research or Term Paper," published by Stanford University Press, contains information on the form approved by the faculty, and the thesis is to be typed according to these directions. It is bound and deposited in the library.

7. Extended work done in connection with a course of major interest may be substituted for the usual senior thesis. A student must have completed at least 18 hours' work in the field in which he writes the thesis.

8. On recommendation of the head of the department, a student may receive one or two hours credit on the thesis, the number of hours depending on the scope and merit of the thesis.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Application should be made in January for the degree to be conferred at the end of the spring semester, and in May for the degree to be conferred at the end of the summer term. In making application for admission to candidacy for the degree a student must report the satisfactory completion of the Sophomore Speech, the Junior Speech, the comprehensive examination in English, and the comprehensive examination in a foreign language prior to the date of the application. A student must also have completed all core curriculum courses below the Junior level and



the quality average of the student's academic work as of the date of application must be at least 1.00.

Graduates with majors in mathematics, biology, chemistry and physics are awarded the bachelor of science degree, unless they specifically request a bachelor of arts degree. All other majors are awarded the bachelor of arts degree.

Applicants for the degree in June must settle their accounts with the Business Office on or before May 1st of the year in which they expect to graduate. Applicants for the degree in August must have their accounts settled by July 17th.

### COMPREHENSIVE EXAMINATIONS

Applicants for a bachelor's degree must pass a comprehensive examination in a foreign language and in English.

### SPECIAL SPEECHES

Applicants for a bachelor's degree must give a sophomore speech and a junior speech in their respective major fields. These speeches may be used as a progressive approach to the senior thesis.

## THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal arts college, contains over 48,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and over 125 books on art make up a part of the collection. In addition a collection of 626 records and a Magnavox record-player have been secured through the same source, and have been placed in the large music and art room on the second floor. These two collections greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are eager to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Caro-

lina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Collection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

## SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they may be

awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

## SUMMER SESSION

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for a bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

## ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

## GREENSBORO DIVISION OF GUILFORD COLLEGE

Guilford College, conscious of its responsibility to the community, operates a division of the college in the city of Greensboro expressly for the purpose of offering to adults courses not available elsewhere at convenient times.

The college credit courses of the Greensboro Division are taken from the regular curriculum of Guilford College and are taught by members of the college faculty; the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such facilities as the campus library are available for use of Greensboro Division students on the same basis as for students enrolled in day classes.

The instructional program also includes courses in standard high school work, courses in business education and in industrial management, and adult education courses of a technical nature designed to increase the skill and earning power of employees of Greensboro firms.

In addition, the Greensboro Division offers a special program of non-credit courses designed to broaden the horizons and increase the enjoyment of living of the responsible citizens of the community. This program includes lectures by outstanding educators and a variety of discussion groups, covering the humanities, political science, history, and sociology. This rapidly growing development is of particular interest to men and women who have completed some formal education yet who desire to continue learning so that their appreciation of the changing world in which they live can be increased.



Students registered in the Greensboro Division may participate in certain extra-curricular activities of the college.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*  
Greensboro Division of Guilford College  
501 West Washington Street  
Greensboro, North Carolina

### ADMISSION TO GUILFORD COLLEGE

It has been agreed that Guilford College should remain a small college of 650 degree students. Those who can live in their homes, commuting to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

The faculty and student governments have requested that students confine their use of tobacco to certain areas listed in the handbook. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

## ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

### HOW TO APPLY

1. Fill in an application form and forward it to: Director of Admissions, Guilford College, Guilford College, N. C.
2. Enclose \$10.00 application fee. (This will be applied on your first payment if you are accepted, but will not be refunded if you are not accepted or if you elect not to attend Guilford College.)
3. Ask the principal of your high school to forward a copy of your transcript to: Director of Admissions, Guilford College, Guilford College, N. C.
4. After you are accepted, an additional \$40.00 deposit is required. (This is refundable, up to July 1st, if you elect not to attend Guilford College.)
5. Forward a report of physical examination by your doctor two months before entrance. A certificate showing that you have received polio vaccine must be included.

Before being admitted to Guilford, an applicant must take the Scholastic Aptitude Test of the College Entrance Board furnished by Educational Testing Services, Box 592, Princeton, New Jersey.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English .....	3-4 units
Mathematics .....	2-4 units
Foreign Language .....	2-6 units
Social Studies .....	1-4 units
Natural Science .....	1-4 units

All currently enrolled students must reapply for admission on or before April 15th and at the same time pay a \$50.00 deposit. This amount is refundable upon request by July 1st.

### TRANSFER OF CREDIT FOR WORK TAKEN AT OTHER INSTITUTIONS

No grade under "C" level will be accepted toward graduation requirements at Guilford College.

Grades transferred from another institution are not considered in computing the quality average at Guilford College. A student's quality average is determined only on work taken at Guilford College.

Any correspondence or extension work accepted must be specifically approved by the Dean of the College.

Credits for a student transferring from a non-accredited institution are accepted on a provisional basis until validated by the satisfactory completion of a continuation course in each subject area.

A maximum of 64 semester hours (including physical education) will be accepted from a Junior College. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

### CLASSIFICATION OF STUDENTS

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs, according to the official standards.

**Freshmen:** Certification of graduation from an accredited high school with credit for 15 acceptable units.

**Sophomore:** The satisfactory completion of 28 semester hours toward a degree.

**Junior:** The satisfactory completion of 62 semester hours toward a degree.

**Senior:** The satisfactory completion of 96 semester hours toward a degree with a minimum quality average of 1.00.

**Special student:** a person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, the student must first satisfy the full entrance requirements. A resident student although classified as a special student is required to pay the college and student activity fees.

**Graduate student:** A student who has a bachelor's degree and has been admitted to the graduate program.

**Auditor:** A student who attends class and listens to lectures may participate in class discussions but does not receive credit: must have the approval of the instructor concerned and pay auditor's fee to the business office.

Every student in the above classifications will be a full-time or part-time student.

**Full-time student:** A student who carries at least 13 semester hours.

**Part-time student:** A student who carries fewer than 13 semester hours.

Part-time students must have the consent of the President of the college to reside in the dormitory.

### REGULATIONS GOVERNING THE CHOICE OF GUILFORD CANDIDATES FOR "WHO'S WHO AMONG AMERICAN COLLEGE STUDENTS"

1. A list of all candidates for degrees in the current year will be prepared and presented to the faculty and to the students. Each body votes separately for not more than five students on the basis of the qualifications laid down by *Who's Who Among College Students*.

2. When voting is completed, the faculty will allot ten points to the student receiving the greatest number of votes, nine to the next number, and so on down the list. Students will make their list by the same method.

3. The number of points allotted to any student who receives a majority in either faculty or student election will be doubled.

4. The joint faculty and student Convocations Committee will compare the two lists and complete the election, determining the number of students to be chosen.

### HONORS WORK

#### *I. Honor Courses done by syllabus*

1. Certain courses for which detailed syllabi have been prepared are open to advanced and capable students who wish to study independently. Except by special permission, obtained from the head of the department and the Committee on Counseling, a student whose average is less than 2.00 may not enroll for this type of honors work.

2. The comprehensive examination will be given in two parts, the written part being given by the professor in charge and the oral part being conducted by two or more members of the faculty, whose objectives



are to discover the student's insight, his comprehension, and his ability to integrate the subject matter of the course. The oral examination will be open to all persons interested in attending.

3. The student will receive credit hours on this course.

## *II. Honors Courses completed through research or independent investigation*

1. At the beginning of the senior year or earlier, a student who has a quality average of 2.50 or more in his major may undertake a project requiring individual investigation.

2. This work may be incorporated in the senior thesis.

3. When the project is completed and approved, the student may be awarded as much as six hours of credit depending upon the extent and value of his research project.

## *III. Departmental Honors (Reading for Honors)*

1. A student who has a quality average of 2.50 or more in his major may enter upon independent student in his major field, at the beginning of his senior year or earlier.

2. At the completion of his study, the extent of his knowledge will be tested by an oral examination conducted by a faculty committee. It is recommended that a faculty member from another college be included in the committee.

3. The student completing this study satisfactorily will be awarded honors in his major field and will receive credit hours for his work, the number depending upon the scope of the work.

## MARSHALS

At the regular March meeting, the faculty elects eight members of the Sophomore class to serve as

marshals for commencement and for public college functions of the following year. In voting, scholarship of students is to be considered. The student receiving the highest number of votes is designated as chief marshal.

## FEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$2,400,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

## TUITION AND FEES

### 1960-1961, 1961-1962

*For tuition, board, room rent, registration, library, medical, physical education, and lecture fees for the academic year the charge is (not including student activity fee):*

	1960-61	1961-62
For men in Archdale Hall .....	\$935.00	\$1,085.00
For men in Cox Hall .....	935.00	1,085.00
For men in English Hall .....	960.00	1,110.00
For all men Key Deposit .....	1.00	1.00
For women in Founders Hall .....	935.00	1,085.00
For women in Kathrine Hine Shore Hall .	960.00	1,110.00
For women in Mary Hobbs Hall .....	845.00	995.00
For day students		
Tuition and special fee .....	500.00	600.00
For all students		
Student activities fee .....	24.00	24.00
Student blanket sickness and accident insurance .....	16.00	16.00
Laundry Service—Rental .....	20.00	20.00

Sheets, pillow cases and towels are available through the Business Office on rental from General Linen Service. Soiled

linens are exchanged each week for fresh by an agent of General Linen Service.

(Waiver basis for insurance and laundry—see below)

*The Student Activities Fee* is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir.

*Medical Service.* The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. Each student is required to keep his own room clean and in order.

All students entering Guilford for the first time will be required to submit a health certificate from their physician. Forms may be secured from the office of the Director of Admissions, Guilford College, N. C.

All students, when ill, will be removed to the infirmary in Founders Hall upon the direction of the nurse. The charge is \$3.00 per day after the first five days.

*Students' Medical and Accident Expenses Reimbursement Insurance.* A plan of Students' medical and Accident Expenses Reimbursement Insurance is offered on a waiver basis. The policy provides up to \$1,000.00 medical expenses for each accident. Dental treatment made necessary by injuries to sound, natural teeth is limited to \$250.00. (Maximum limit for all benefits \$1,000.00.) It pays for expenses incurred in connection with hospital confinement up to \$1,000.00. (Hospital room and board limited to the cost of a semi-private room.) It pays for expenses incurred in connection with outpatient care (for sickness) commencing with the 26th Dollar. Complete details are available through the Business Office.

## SPECIAL FEES

	1960-61	1961-62
For less than full work (12 semester hours)		
per credit hour .....	\$15.00	\$18.00
Audit Fee (per credit hour) .....	5.00	5.00
Registration fee each term .....	5.00	5.00

Graduation and Academic Costume Fee . . . .	12.50	12.50
Late Registration Fee . . . . . \$2.00 to	10.00	10.00
Typewriting Rental Fee (per semester) . . . .	6.00	6.00
Extra Credit Hours (more than 18) per hour .	15.00	18.00

All courses taken in the Greensboro Division for the convenience of regular campus students will be charged as extra hours.

#### Materials Charge for Laboratory Course:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Analytical, Organic and Physical Chemistry (per semester) . . . . .	10.00
General Chemistry (per semester) . . . . .	4.00
Natural Science (per semester) . . . . .	3.00
Biology (per semester) . . . . .	5.00
Fee for practice teaching . . . . .	35.00

#### Fees in Music

(All fees for one year—two semesters)

Class lessons in voice . . . . .	\$ 25.00
Class lessons in instruments . . . . .	25.00
Private lessons in voice or instruments:	
Two lessons per week . . . . .	100.00
One lesson per week . . . . .	60.00
Use of piano for practice:	
Six hours per week . . . . .	10.00
Twelve hours per week . . . . .	16.00
Use of organ for practice:	
Six hours per week . . . . .	16.00
Use of orchestral instruments . . . . .	10.00

#### PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester . . . . .	50%
Upon registration for second semester . . . . .	50%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Since some parents may prefer to pay tuition and other school fees in monthly installments during the academic year we are glad to offer this convenience under a Monthly Installment Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

Necessary books and supplies are sold at the College Bookstore.

During vacation periods no meals will be served at the college and all rooms must be vacated.

### Regulations Governing Payments

*Refunds and Reductions.* Upon withdrawal of a student from Guilford College, refunds of tuition paid are calculated from two weeks following written notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

*Registration.* Registration for the first semester must be completed before the Business Office closes at 5:00 o'clock on Wednesday following registration day, and for the second semester, before the Business Office closes at 5:00 on Tuesday following registration day. Before a student's registration is completed, his matriculation card must be signed in the Business Office.

*Late Registration.* For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached.

### ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students' rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

All rooms must be vacated during vacation periods.

### MEALS

All resident students have meals in one of the College Dining Rooms.



## MARY HOBBS HALL

Mary Hobbs is a cooperative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

## STUDENT FINANCIAL AID

The Financial Aid Committee of the faculty administers limited scholarships, grants-in-aid, work opportunities, and loans, awarded largely on the basis of need. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extra-curricular activities.

There are several funds that have been set apart to be used for loans to students. The committee can also put students in touch with agencies outside the college which make long term, low interest loans to students.

In making scholarship grants, preference is given to returning students who have "B" or better averages and who use their time wisely in scholastic and extra-curricular pursuits. Entering students with excellent high school records will be considered. No grant will be made to a student with less than a "C" average.

No grant will be made to a resident student who owns or maintains a car, except where necessity is justified to the committee.

All grants are on a one-semester basis, with the possibility of renewal for an additional semester. Unacceptable scholastic work, gross misbehavior, or undue extravagance will result in refusal by the committee to renew grants for an additional semester.

Before applying for other assistance, women students are urged to consider savings made possible by living in Mary Hobbs Hall. Some students at Guilford College meet part of their expenses by clerical or maintenance or other work.

Application for financial aid should be made through Charles C. Hendricks, Director of Admissions, Guilford College, North Carolina.

The scholarships ordinarily open to students of Guilford College are listed below. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

*Alumni Association Achievement Award:* Awarded by the Association to an undergraduate .....\$ 50.00

*Alumni Association Undergraduate Athletic Award:*  
Awarded by the Association to the outstanding underclass athlete each year .....\$ 50.00

*Edwin P. Brown Scholarship.*

*Conway Scholarship.*

*Elwood Cox Scholarship:* Open to ministerial student or missionary candidate .....\$ 50.00

*The Charles A. Dana Scholarships:* Tuition and fees.

*Mary E. M. Davis Scholarship:* Open to girls graduating from Guilford High School .....\$100.00

*Eula Dixon Scholarship:* Open to graduates of Sylvan (N. C.) High School .....\$ 50.00

*Nereus C. and May Martin English Scholarships.*

*N. F. and Laura Farlow Scholarship.*

*A. Brown Finch Scholarship:* Open to young men of promising leadership, scholarship, and athletic ability .....\$100.00

*Franklin G. Frazier Scholarship:* Open to Young Friends.

*John Gurney Frazier Scholarship.*

*Melvina A. Frazier Scholarship:* Open to Young Women Friends.

*Greensboro Advisory Board Scholarship:* Open to residents of Greensboro, N. C.  
Preference given to entering students .....\$100.00

*John B. Griffin Scholarship for Women.*

*J. R. and Retta E. Hardin Scholarships:* Open to Young Friends.

*Marvin Hardin Scholarship:* Established by the class of 1904. Open to sophomores but used in the senior year .....\$ 90.00

*Haverford College* offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March first .....\$600.00

*Emily S. Howard Scholarships:* Four scholarships of \$250.00 each awarded annually to worthy and able students.

*Roxie Armfield King Scholarship:* Open to young women residents of Guilford County and North Carolina.

*Nereus and Oriana Mendenhall Mathematics Scholarship:* Open to majors in mathematics .....\$100.00

*Clyde and Ernestine Milner Scholarship.*

*James Arnold Mitchell Memorial Scholarship.*

*William F. Overman Scholarship:* Open to juniors but used in the senior year .....\$ 50.00

*Philadelphia Scholarship:* Open to Young Friends.

*Quarterly Meeting Scholarships:* Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund. Each .....\$100.00

*Amos and Martha Ragan Family Memorial Scholarships.*

*David Troll Rees Music Scholarship:* Open to majors in music .....\$100.00

*Mary Lynn Richardson Scholarship:* Open to students from certain other countries who expect to return to such countries after completing study here.

*Riverside Manufacturing Company Scholarship.*

*William Lee and Ruth C. Rudd Scholarships:* Open to men students from Alamance and Caswell counties in North Carolina. Each .....\$100.00

*Lucy Stella Schieffelin Scholarships:* Three or four annual awards to students of exceptional promise.

*B. Clyde Shore Journalism Scholarship:* Open to students especially interested in some form of creative writing .....\$100.00

*Elisha Thomas and Louisa Bradshaw Snipes Scholarship.*

*Amos Stuart Scholarship:* Open to young men of outstanding ability.

*Tripp Scholarship:* Open to Young Friends in North Carolina Yearly Meeting.

*J. M. Ward Scholarships:* Open to Young Friends of Tennessee, Ohio, and North Carolina who show promise of leadership in the Society of Friends.

*The Western Electric Scholarship.*

*Henryanna Hackney White Scholarship.*

*Clara D. Willitts Scholarship.*

## BOARD OF TRUSTEES

Robert H. Frazier, *Chairman*      David J. White, *Secretary*

Joseph D. Cox, *Vice Chairman*

Horace S. Haworth, *Treasurer*

Joseph D. Cox, High Point	1960
F. Duval Craven, Greensboro	1960
David J. White, Greensboro	1960
Edwin P. Brown, Murfreesboro	1961
A. Wilson Hobbs, Chapel Hill	1961
Eunice A. Parker, High Point	1961
Robert H. Frazier, Greensboro	1962
Horace S. Haworth, High Point	1962
Hugh W. Moore, Philadelphia, Pa.	1962
Luby R. Casey, Goldsboro	1963
Nereus C. English, Thomasville	1963
B. Clyde Shore, Winston-Salem	1963
Ruth Newlin Coble, Guilford College	1964
L. Elton Warrick, Goldsboro	1964
William A. Wolff, Winston-Salem	1964

## ADMINISTRATIVE AND OTHER OFFICERS

Clyde A. Milner, A.B., A.M., B.D., Ph.D., LL.D.

President

Harvey A. Ljung, B.S., M.S., Ph.D.

Dean of the College

David H. Parsons, Jr., A.B., A.M.

### *Business Manager*

Grady E. Love, B.S., M.A., Ph.D.

*Director of the Greensboro Division of Guilford College*

David W. Morrah, Jr., B.S.

*Director of Promotion*

E. Daryl Kent, A.B., B.D., Ph.D.

Dean of Students

Mildred Marlette, A.B., A.M.

*Dean of Women*

William Lee Yates, A.B., M.E.

**Registrar**

Lucille N. Thompson, A.B.  
*Assistant Registrar*

Katharine C. Ricks, B.S., A.B.  
*Librarian Emeritus*

Dorothy Gilbert Thorne, A.B., A.M.  
*Custodian of the Quaker Collection*

Treva W. Mathis  
*Acting Librarian*

Charles C. Hendricks, A.B.  
*Director of Yearly-Meeting Relations and  
Director of Admissions*

Gene S. Key, A.B.  
*Alumni Secretary*

N. Era Lasley, A.B.  
*Special Alumni Assistant*

Walter A. Coble  
*Superintendent of Buildings and Grounds*

Maud L. Gainey  
*Treasurer Emeritus*

Elizabeth S. Bergman  
*Assistant Treasurer*

Velta Frisbergs  
*Housekeeper*

Mary Catherine Upchurch, B.S.  
*Head Resident, Kathrine Hine Shore Hall*

Hassie C. Johnson  
*Head Resident, Mary Hobbs Hall*

Mary Ann Brewer, R.N.  
*College Nurse*

Margaret E. Crownfield, A.B.  
*Secretary to the President*

Mattie P. Ward  
*Admissions Secretary*



## FACULTY

- CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.  
*President of the College and Professor of Philosophy*
- EVA GALBREATH CAMPBELL, A.B., A.M., Ph.D.  
*Professor of Biology*
- ALGIE INNMAN NEWLIN, A.B., A.M., Dr. Sc.Pol.  
(Geneva)  
*Professor of History and Political Science*
- PHILIP W. FURNAS, A.B., A.M., Ph.D.  
*Professor of English*
- E. GARNESS PURDOM, A.B., M.S., Ph.D.  
*Professor of Physics*
- HARVEY ALBERT LJUNG, B.S., M.S., Ph.D.  
*Dean of the College and Professor of Chemistry*
- FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.  
*Professor of Biblical Literature and Religion*
- GORDON W. LOVEJOY, A.B., A.M., Ph.D.  
*Visiting Professor of Sociology*
- ROBERT M. DINKEL, A.B., A.M., Ph.D.  
*Professor of Sociology*
- GRADY E. LOVE, B.S., M.A., Ph.D.  
*Director of the Greensboro Division and  
Professor of Education*
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*Director of Athletics*
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*Professor of Psychology*
- J. CURT VICTORIUS, Dr. Pol.Econ. (Hamburg)  
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*Professor of Spanish*
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*Librarian Emeritus*
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*Associate Professor of Education*

CARL C. BAUMBACH, B.M., M.M.

*Associate Professor of Music*

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*Director of Men's Physical Education*

CARROLL S. FEAGINS, A.B., M.A., Ph.D.

*Associate Professor of Philosophy*

J. FLOYD MOORE, A.B., B.D., Ph.D.

*Associate Professor of Biblical Literature and Religion*

E. KIDD LOCKARD, A.B., A.M.

*Associate Professor of Economics and Business  
Administration*

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*Associate Professor of English*

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Zopf, Paul E., Jr., Assistant Professor of Sociology

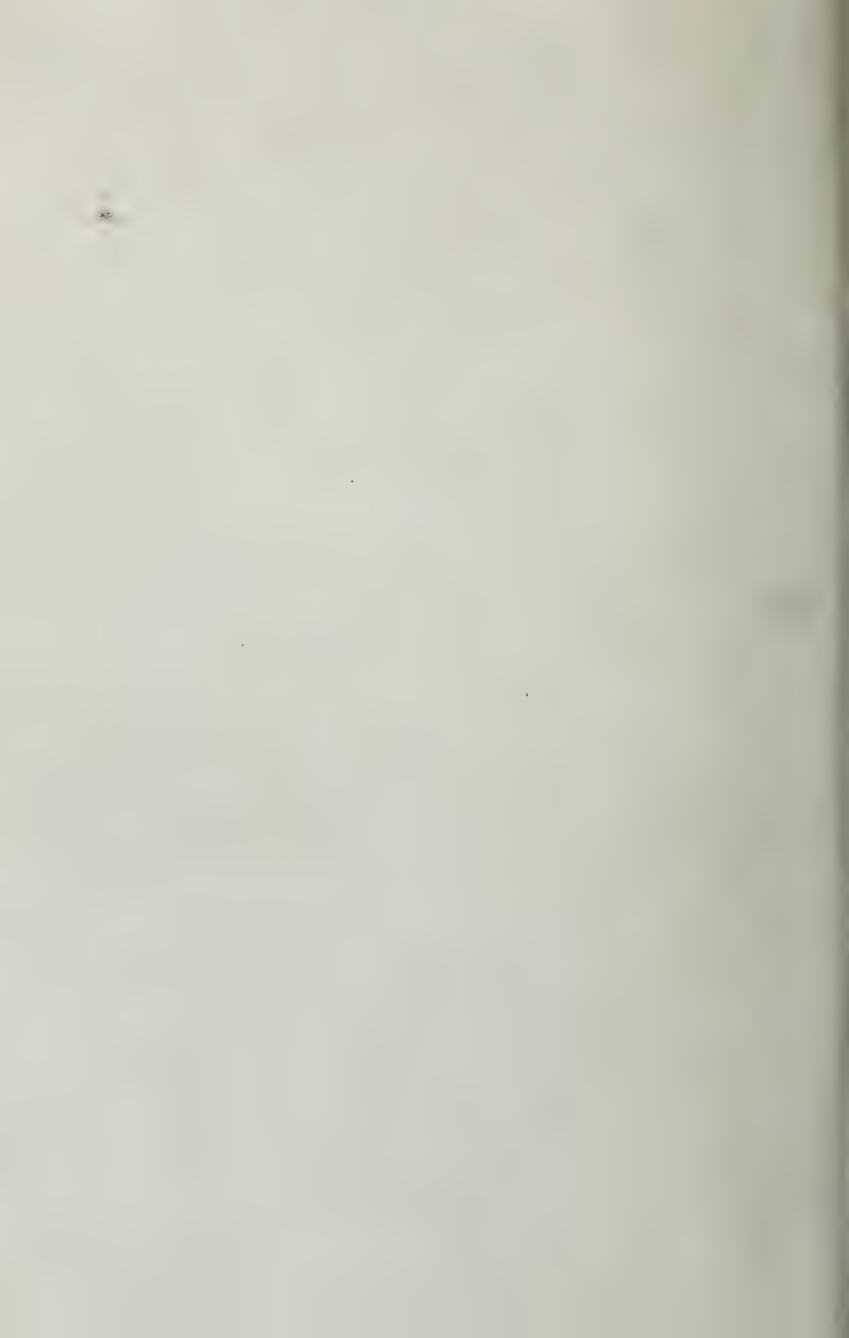
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Forty-fourth Annual  
Summer Session  
Guilford College

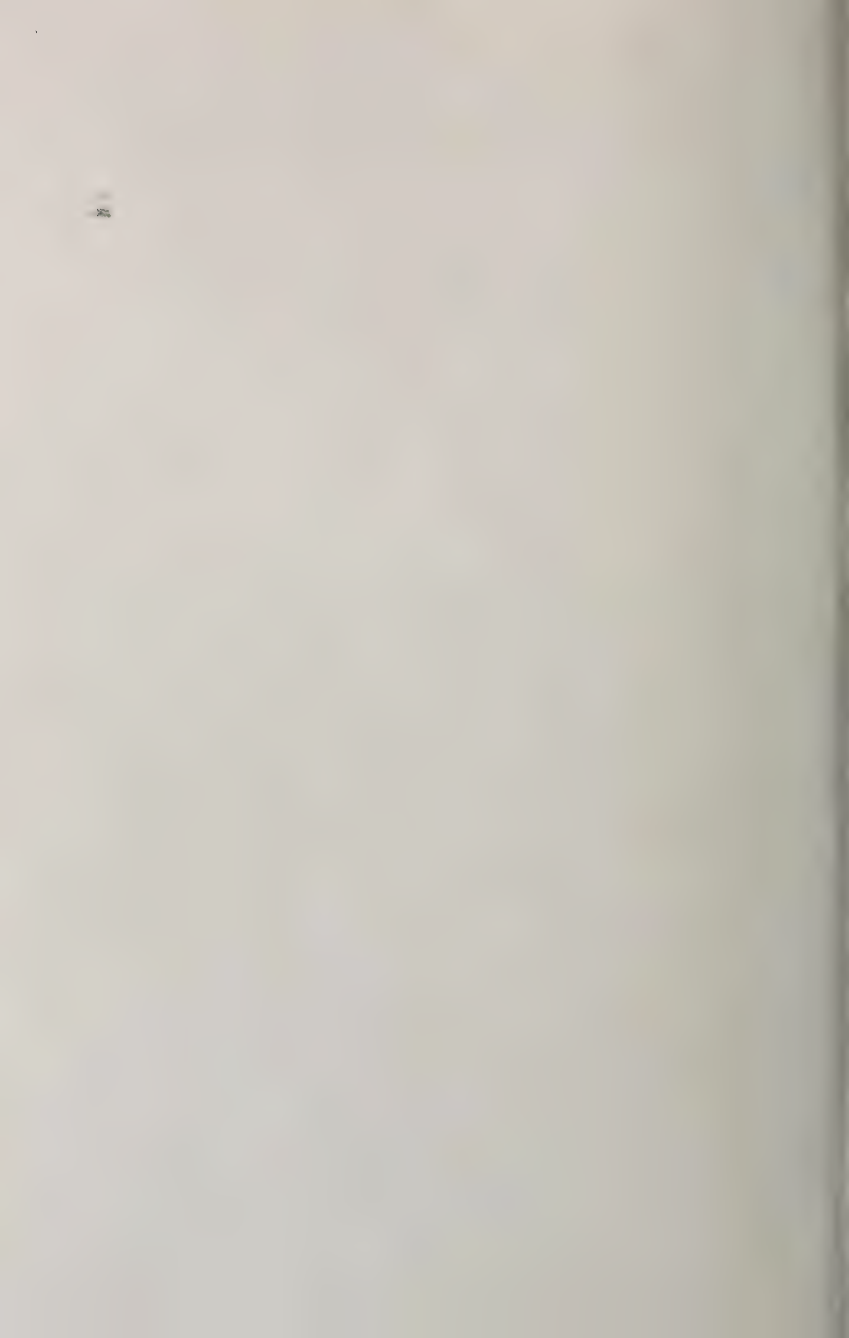
June 5 to August 6, 1961

GUILFORD COLLEGE BULLETIN

VOL. LIII

December, 1960

No. 12



# THE SUMMER SCHOOL PROGRAM

## PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

## CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education.

## EXPENSES

Tuition charges are \$18.00 per credit hour plus \$5.00 registration fee. Board and room are provided for \$15.00 per week. Women live in Founders Hall, men in English Hall. All fees are payable at registration.

Each class must have a minimum enrollment of eight students.

CLYDE A. MILNER, A.B., A.M., B.D., PH.D., LL.D.

*President of the College*

E. DARYL KENT, A.B., B.D., PH.D.

*Director of the Summer School*

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MARY B. FEAGINS, A.B., M.A.

*German*

FLOYD A. REYNOLDS, B.S., M.ED.

*Mathematics*



## SCHEDULE OF COURSES

### ECONOMICS

ECONOMICS 30—Business Cycles. *Three credit hours*, third period, 9:50-10:40 a.m.

ECONOMICS 35—Business Organization and Management. *Three credit hours*, fourth period, 10:45-11:35 a.m.

### EDUCATION

EDUCATION 21—The American Public School. *Three credit hours*, fourth period, 10:45-11:35 a.m.

EDUCATION 35—Measurement and Evaluation in Education. *Three credit hours*, third period, 9:50-10:40 a.m.

### ENGLISH

ENGLISH 11—English Composition. *Three credit hours*, third period, 9:50-10:40 a.m.

ENGLISH 12—English Composition. *Three credit hours*, fourth period, 10:45-11:35 a.m.

ENGLISH 21—Survey of Western World Literature. *Three credit hours*, third period, 9:50-10:40 a.m.

ENGLISH 24—American Literature. *Three credit hours*, fourth period, 10:45-11:35 a.m.

ENGLISH 33—English Literature. *Three credit hours*, fifth period, 11:40-12:30 p.m.

ENGLISH 36—Shakespeare. *Three credit hours*, fifth period, 11:40-12:30 p.m.

### FRENCH

FRENCH 13-14—Intermediate Course. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

### GERMAN

GERMAN 13-14—Intermediate Course. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

### HISTORY

HISTORY 21-22—The History of the United States. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

HISTORY 37-38—A History of World Civilization. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

### MATHEMATICS

MATHEMATICS 13-14—Freshman Mathematics. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

## PHILOSOPHY

PHILOSOPHY 12—Logic: the Principles and Problems of Rational Belief. *Three credit hours*, third period, 9:50-10:40 a.m.

PHILOSOPHY 41-42—A Survey of Religious and Philosophical Thought in Western Civilization. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

## PHYSICAL EDUCATION

PHYSICAL EDUCATION 47-48—Anatomy and Physiology. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

PHYSICAL EDUCATION SERVICE COURSE—*One credit hour* (to be scheduled)

## PSYCHOLOGY

PSYCHOLOGY 21—General Psychology. *Three credit hours*, fourth period, 10:45-11:35 a.m.

PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, fifth period, 11:40-12:30 p.m.

## RELIGION

RELIGION 35—The Development of Religion in the Bible. *Three credit hours*, fourth period, 10:45-11:35 a.m.

RELIGION 36—The Development of Religion in the Bible. *Three credit hours*, fifth period, 11:40-12:30 p.m.

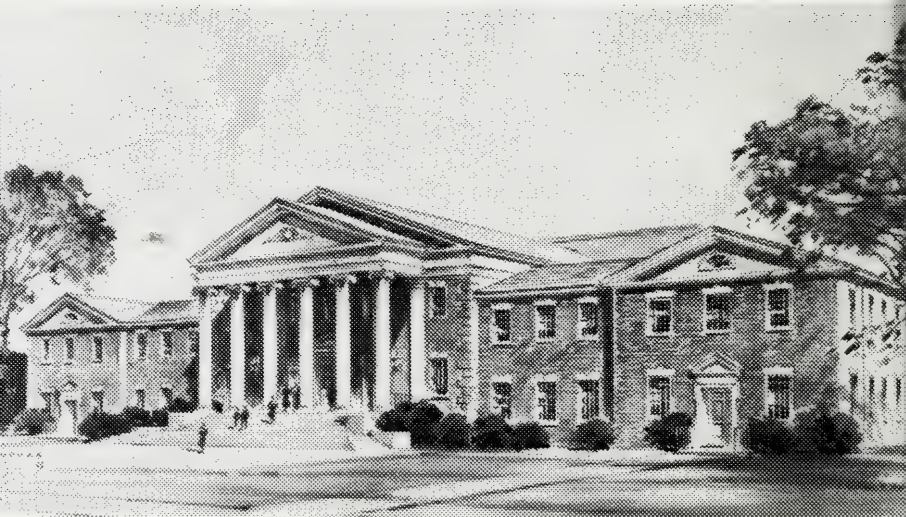
## SOCIOLOGY

SOCIOLOGY 20—The Social Sciences—Introductory. *Three credit hours*, fifth period 11:40-12:30 p.m.

SOCIOLOGY 22—Social Problems. *Three credit hours*, fourth period, 10:45-11:35 a.m.

## SPANISH

SPANISH 13-14—Intermediate Course. *Six credit hours*, first and second periods, 8:00-9:45 a.m.



RELIGIOUS EDUCATION-AUDITORIUM-MUSIC BUILDING  
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## GUILFORD COLLEGE

### THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. Its grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun. Guilford was founded in 1837 and in 1962 will celebrate the completion of 125 years of uninterrupted educational service.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban village of Guilford College, self-suffi-

cient with up-to-date shopping district, is adjacent to the campus. The New Garden Meeting of Friends, on campus, offers a place of worship near at hand. Only a few minutes bus ride to the east, along Friendly Road, lies Greensboro, with churches of nearly every denomination, and every cultural and shopping advantage of an urban center.

Guilford College, operated by the Society of Friends (Quakers), is in practice non-sectarian, welcoming students of every denomination. Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake, with swimming, boating, and picnic facilities. Nearby are eight asphalt tennis courts and a paved outdoor game area lighted for night use.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.

## THE GREENSBORO DIVISION

The Greensboro Division of Guilford College, now in its thirteenth year, offers instruction in spacious new buildings made possible by the wisdom and generosity of civic, business and industrial leaders. This division maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

In addition to college credit courses listed in its own bulletin, the Greensboro Division of Guilford College will offer a full semester's work in high school and business education courses on an evening basis during the nine-week summer session. For complete information about the Greensboro Division, call or write:

DR. GRADY E. LOVE, *Director*

Greensboro Division of Guilford College  
501 West Washington Street, Greensboro, N. C.  
Telephone BR 5-5395





*For further information write to:*

**DR. CLYDE A. MILNER**

**President of the College**

**GUILFORD COLLEGE, NORTH CAROLINA**

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at  
Guilford College  
June 11 to August 12, 1962

GUILFORD COLLEGE BULLETIN

VOL. LV

FEBRUARY, 1962

No. 2



CHARLES A. DANA AUDITORIUM  
*(Completely Air Conditioned)*

# GUILFORD COLLEGE

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*President of the College*

E. DARYL KENT, A.B., B.D., PH.D.  
*Director of the Summer School*

DAVID H. PARSONS, JR., A.B., A.M.  
*Business Manager*

DAVID W. MORRAH, JR., B.S.  
*Director of Promotion*

CARL W. GALLOWAY, A.B., M.E.  
*Registrar*

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*Assistant Registrar*

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*Acting Librarian*

CHARLES C. HENDRICKS, A.B.  
*Director of Yearly Meeting Relations and  
Director of Admissions*

GENE KEY, A.B.  
*Alumni Secretary*

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## EXPENSES

Tuition charges are \$20.00 per credit hour plus \$5.00 registration fee. Board and room are provided for \$16.50 per week. Women live in Founders Hall, men in English Hall. All fees are payable at registration.

Each class must have a minimum enrollment of eight students.

## FACULTY

DAVID B. STAFFORD, A.B., A.M., Ph.D.

*Sociology*

HIRAM H. HILTY, A.B., B.D.

*Spanish*

E. DARYL KENT, A.B., B.D., Ph.D.

*Philosophy*

ROBERT R. BRYDEN, B.S., M.S., Ph.D.

*Biology*

HAROLD M. BAILEY, A.B., M.Ed.

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*Music*

FLOYD A. REYNOLDS, A.B., M.Ed.

*Mathematics*

ABRAM ENGELMAN, A.B., A.M.

*French*

## SCHEDULE OF COURSES

### BIOLOGY

BIOLOGY 13-14—General Biology. *Eight credit hours*, first and second periods, 7:45-9:35 a.m. Room 119 King.

### ECONOMICS

ECONOMICS 21—General Economics. *Three credit hours*, third period, 9:45-10:35 a.m. Room 224 King.

ECONOMICS 31—Money and Banking. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 224 King.

ECONOMICS 24—Elements of Marketing. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 223 King.

ECONOMICS 41—Labor Economics. *Three credit hours*, third period, 9:45-10:35 a.m. Room 223 King.

### EDUCATION

EDUCATION 21—The American Public School. *Three credit hours*, third period, 9:45-10:35 a.m. Room 221 King.

EDUCATION 25—Music for the Elementary School Teacher. *Three credit hours*, fifth period, 11:45-12:35 a.m. R.E.M. Building.

EDUCATION 35—Measurement and Evaluation in Education. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 221 King.

EDUCATION 40—Observation and Directed Teaching. *Three credit hours*, to be arranged with instructor.

### ENGLISH

ENGLISH 11—English Composition. *Three credit hours*, third period, 9:45-10:35 a.m. Room 111 King.

ENGLISH 12—English Composition. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 111 King.

ENGLISH 21—Survey of Western World Literature. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 213 King.

ENGLISH 24—American Literature. *Three credit hours*, third period, 9:45-10:35 a.m. Room 112 King.

ENGLISH 36—Shakespeare. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 213 King.

### FRENCH

FRENCH 13-14—Intermediate French. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 112 King.

## GERMAN

GERMAN 13-14—Intermediate German. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 111 King.

## HISTORY

HISTORY 37-38—History of World Civilization. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 223 King.

## MATHEMATICS

MATHEMATICS 11—College Algebra. *Three credit hours*, third period, 9:45-10:35 a.m. Room 211 King.

MATHEMATICS 13-14—Freshman Mathematics. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 211 King.

MATHEMATICS 15—Trigonometry. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 211 King.

## MUSIC

MUSIC 11—Music Appreciation. *Two credit hours*, third period, 9:45-10:35 a.m. R.E.M. Building.

MUSIC 12—Music Appreciation. *Two credit hours*, fourth period, 10:45-11:35 a.m. R.E.M. Building.

## NATURAL SCIENCE

NATURAL SCIENCE 12—Man and the Biological World. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 212 King.

## PHILOSOPHY

PHILOSOPHY 10—Introduction to Philosophy. *Three credit hours*, third period, 9:45-10:35 a.m. Room 119 King.

PHILOSOPHY 12—Logic. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 119 King.

PHILOSOPHY 41-42—Senior Survey. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 212 King.

## POLITICAL SCIENCE

POLITICAL SCIENCE 12—American Government. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 223 King.

POLITICAL SCIENCE 37—International Politics. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 224 King.

## PSYCHOLOGY

PSYCHOLOGY 21—General Psychology. *Four credit hours*, third period, 9:45-10:35 a.m. Room 128 King.

PSYCHOLOGY 22—Child Psychology. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 128 King.

PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 126 King.

## RELIGION

RELIGION 35—Survey Old Testament Literature. *Three credit hours*, third period, 9:45-10:35 a.m. Room 212 King.

RELIGION 36—Survey New Testament Literature. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 212 King.

## SOCIOLOGY

SOCIOLOGY 20—Introduction. *Three credit hours*, fifth period, 11:45-12:35 a.m. Room 119 King.

SOCIOLOGY 37—Educational Sociology-Intergroup Relations. *Three credit hours*, fourth period, 10:45-11:35 a.m. Room 221 King.

## SPANISH

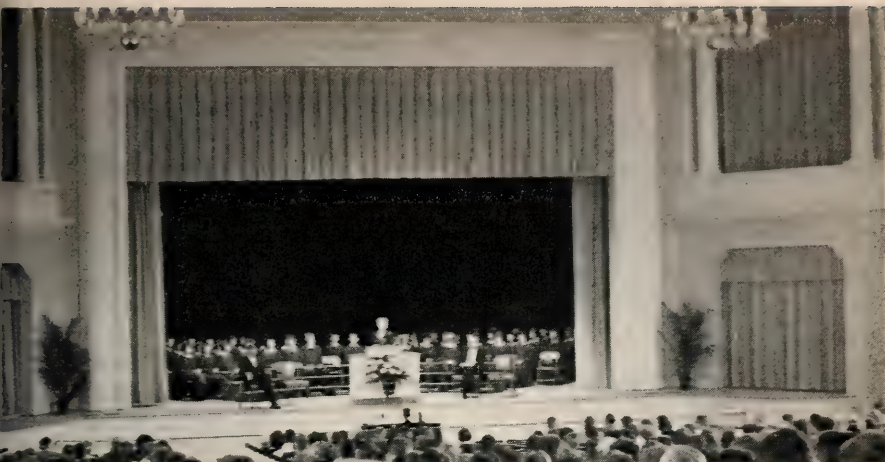
SPANISH 11-12—Elementary Course. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 213 King.

SPANISH 13-14—Intermediate Course. *Six credit hours*, first and second periods, 7:45-9:35 a.m. Room 224 King.

## SPECIAL NOTE

The first course for which credit is given toward a major in Mathematics is Math 23—Calculus and Analytical Geometry. The prerequisites for this course are two years of high school algebra and one-half year of trigonometry each passed with a satisfactory grade together with a satisfactory grade on the CEEB test. An entering freshman intending to major in mathematics who does not meet these prerequisites is encouraged to take Math 11—Algebra and Math 15—Trigonometry in the summer school preceding matriculation. Also, students intending to major in physics are encouraged to be prepared to take Math 23 their freshman year.





SPACIOUS DANA AUDITORIUM SEATS 1000

## GUILFORD COLLEGE THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. Its grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun. Guilford was founded in 1837 and in 1962 celebrates the completion of 125 years of uninterrupted educational service.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban village of Guilford College, self-sufficient with up-to-date shopping district, is adjacent to the campus. The New Garden Meeting of Friends offers a place of worship near at hand. Only a few minutes bus ride to the east, along Friendly Road, lies Greensboro, with churches of nearly every denomination, and every cultural and shopping advantage of an urban center.

Guilford College, operated by the Society of Friends (Quakers), is in practice non-sectarian, welcoming students of every denomination. Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake, with swimming, boating, and picnic facilities. Nearby are eight asphalt tennis courts and a paved outdoor game area lighted for night use.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.

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## THE GREENSBORO DIVISION

The Greensboro Division of Guilford College, now in its thirteenth year, offers instruction in spacious new buildings made possible by the wisdom and generosity of civic, business and industrial leaders. This division maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

For complete information about the Greensboro Division, call or write:

DR. GRADY E. LOVE, *Director*

Greensboro Division of Guilford College  
501 West Washington Street, Greensboro, N. C.

Telephone BR 5-5395



GUILFORD'S SHADED CAMPUS

*For further information write to:*

DR. CLYDE A. MILNER

President of the College

GUILFORD COLLEGE, NORTH CAROLINA



Guilford College Bulletin

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**GUILFORD COLLEGE BULLETIN**

**THE  
COLLEGE CATALOGUE  
And Announcements**

**1962 - 1963**

**1963 - 1964**

The Guilford College Bulletin  
is Published Monthly by  
**GUILFORD COLLEGE**  
**GUILFORD COLLEGE, N. C.**

**VOL. LV**

**MARCH 1962**

**No. 3**









GUILFORD'S SHADED CAMPUS

# GUILFORD COLLEGE BULLETIN

*Catalogue Number*  
March, 1962

*Announcements*

1962-1963  
1963-1964



*Published Monthly by*  
GUILFORD COLLEGE  
GUILFORD COLLEGE, N. C.

Guilford College welcomes visitors to its beautiful campus. Except during vacation periods the administrative offices in Memorial Hall are open to visitors from 9:00 a.m. to 4:00 p.m., Monday through Friday, and from 9:00 a.m. to 12:00 noon on Saturdays. For Saturday afternoon and Sunday visits, interviews with administrative officers should be arranged beforehand. Special arrangements should be made during vacation periods.

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RECOGNITION AND  
ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

Its work is, therefore, accepted at face value in the certification of teachers and in the admission of students to the universities and professional schools of the nation.

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Guilford College is a member of the American Association of University Women and the North Carolina Foundation of Church-Related Colleges.

## **The Charles A. Dana Scholarships**

Charles A. Dana takes pleasure in offering the opportunity to students to receive Dana Scholarships at Guilford College.

To be eligible for consideration, men and women students must have completed a full academic year or its equivalent as a duly enrolled student at Guilford College, and must have demonstrated marked quality of character and evidence of leadership, and have acquired a minimum academic quality average of 2.00.

Dana Scholars receive grants in the amount of the full tuition for the academic year. The scholars will enroll in and attend regularly a two-hour seminar each week during the academic year, under the leadership of carefully selected professors. The seminar will explore the philosophy of liberal education at Guilford College, the core curriculum, the unity of all knowledge, and the interdisciplinary character of learning.

A Dana Scholar may be reappointed each successive year during his college career, provided academic standards are maintained and there is evidence of increasing maturity, of growth in understanding of the total college program and purpose, and of the development of effective leadership.



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# College Calendar, 1962-1963

## FIRST SEMESTER

Enrollment of Freshman Class, Monday, September 10, 1962.  
Enrollment of Upperclassmen, Thursday, September 13.  
All Classes Begin, Friday, September 14.  
Meeting of Greensboro Advisory Board, Tuesday, October 9.  
Meeting of Board of Trustees, Friday, October 12.  
Founders Day, Friday, October 26.  
Homecoming Day, Saturday, October 27.  
Convocation on Science in a Liberal Education Program, Sunday, October 28.  
First Quarter Ends, Saturday, November 10.  
Thanksgiving Holiday, Wednesday, November 21, 4:20 p.m. until Monday, November 26, 8:30 a.m.  
Christmas Holidays, 1:20 p.m., Saturday, December 15, until 8:30 a.m., Thursday, January 3, 1963.  
Reading Day, Wednesday, January 16.  
Meeting of Board of Trustees, Friday, January 18.  
Semester Examinations, Thursday, January 17, through Thursday, January 24.

## SECOND SEMESTER

Second Semester Begins, Friday, January 25.  
Registration, Saturday, January 26.  
All Classes Begin, Monday, January 28.  
Third Quarter Ends, Saturday, March 23.  
Meeting of Greensboro Advisory Board, Tuesday, April 9.  
Meeting of Board of Trustees, Friday, April 12.  
Spring Holidays, 4:20 p.m., Wednesday, April 10, until 8:30 a.m., Thursday, April 18.  
Reading Day, Wednesday, May 22.  
Semester Examinations, Thursday, May 23, through Thursday, May 30.  
Alumni Day, Saturday, June 1.  
Baccalaureate Exercises, Sunday, June 2.  
Commencement Exercises, Monday, June 3.

## SUMMER SESSION

Registration for 1963 Summer Session, Monday, June 10.  
Meeting of Board of Trustees, Friday, July 12.  
Close of Summer Session, Sunday, August 11.

## FIRST SEMESTER, 1963-1964

Enrollment of Freshman Class, Monday, September 16, 1963.  
Enrollment of Upperclassmen, Thursday, September 19, 1963.

## GUILFORD COLLEGE

Guilford College, chartered in 1834 and founded in 1837 as New Garden Boarding School, took its present name in 1889 and is the oldest coeducational college in the South.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under inspiring religious influence. More recently the attempt has been made to interweave the religious teaching with the entire curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of man, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law and pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to 850, including slightly over 700 campus students—a number considered small enough for complete mutual acquaintance—and with a faculty of 55, it is believed that the finest student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

In 1953 Guilford College assumed the responsibility of operating the Greensboro Evening College. This unit became the Greensboro Division of Guilford College, and its growth has been phenomenal. At present, the Greensboro Division has an enrollment of

more than 1,300 men and women who are taking courses at times convenient to their work schedules. Instruction is now available during the day as well as in the evening, and courses are offered in four broad areas: the Business Education Program, the College Program, the Special Vocational Program and the non-credit Program of Continuing Education.

The Greensboro Division occupies two handsome connected buildings at 501 West Washington St. in Greensboro. The three-story Education Building contains large classrooms, a library, a laboratory, and special rooms for drafting and typing. It was erected in 1958 through the generosity of far-sighted Greensboro individuals and business firms.

The three-story Charles A. Dana Science Hall was occupied in the fall of 1960. This building, made possible by a gift from Mr. Charles A. Dana, Sr. and contributions by Greensboro citizens, houses completely equipped laboratories for physics, chemistry and biology, as well as special facilities for teaching languages, arts and crafts, and allied subjects.

## RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious instruction and worship. Members of the Student Christian Association cooperate with members of the faculty in planning religious meetings and activities. Students and faculty cooperate with the New Garden Meeting of Friends on the campus, although students are free to attend the churches of their choice.

## SOME FACTS ABOUT GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum in which an effort is made to acquaint students with the great basic ideas and philosophies of man. The educational concept of the college, expressed in its core curriculum, has attracted much favorable comment and has been adopted, in whole or in part, by a number of institutions. This approach to learning has passed through a long experimental period, and its value has been demonstrated.

2. A cooperative housekeeping plan, made permanent in Mary Hobbs Hall, has shown for more than forty years the validity of cooperative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

3. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

4. In June, 1962 Guilford College completed 125 years of continuous educational service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

5. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the importance of an athletic program.

6. Above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service to humanity.

## LOCATION

Nestled in the gently rolling Piedmont Plateau and shaded by groves of giant oak and hickory trees, Guilford has a special charm. The college is on the Friendly Road in Guilford County, North Carolina, and immediately adjacent to the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides warm, delightful weather in spring and autumn, and little extremely cold weather during the winter months.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of that battle.

## BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

About the campus in a large quadrangle are grouped the principal buildings, all of which are of brick.

*Founders Hall*, the oldest building on the campus, was erected in 1837. It is now a dormitory for girls,



and houses also the college dining room, the office of the Dean of Women, reception rooms, the home economics laboratory and classrooms, and the infirmary and nurse's quarters.

*Archdale Hall*, erected in 1886, and named in honor of the Quaker Governor, John Archdale, accommodates forty-six men.

*Memorial Hall*, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and a small auditorium.

*Mary Hobbs Hall*, erected in 1907, for girls who wish to reduce expenses by cooperative housekeeping, affords accommodations for seventy girls.

*The Library* was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added. Additional enlargement is now under way.

*King Hall*, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

*Cox Hall*, a dormitory for men, contains 52 large rooms.

*The Gymnasium*, erected in 1940, is a modern Georgian Colonial brick building which provides adequately for the social, recreational and athletic activities of the college.

*The Student Affairs Building*, rebuilt in 1936 from the old college power house, contains a social room for

small groups. It is a center for conferences, discussions and social group meetings.

*Kathrine Hine Shore Hall*, erected in 1954, through the gift of B. Clyde Shore to honor his wife and to bear her name, is a modern Georgian Colonial dormitory. It houses fifty young women and a head resident. A spacious parlor, terrace, and basement lounge provide social and recreational facilities for the residents and women day students.

*John Gurney Frazier Apartments*, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954. Twenty-two apartments were made available through the gift of John Gurney Frazier, Jr. of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

These twenty-two apartments are available for rent to married Guilford students. The cost is \$36.00 per month for the one-bedroom and \$42.00 per month for the two-bedroom homes. An additional charge is made of \$2.50 each for the use of stove and refrigerator if these are furnished by the College. Fourteen additional apartments, completed in 1961, are available to faculty and married students. Cost of these is \$40.00 for the one-bedroom and \$50.00 for the two-bedroom homes. Stove and refrigerator charges are the same. Write David Parsons, Business Manager, for application for these accommodations.

*The College Union*, opened during the summer of 1956, is a modern building designed to provide a focal point for campus religious, social and recreational activities. The central hall of the Union is a spacious lounge with study desks, comfortable furniture, and a television viewing area; it may be cleared for student

dances and gatherings. The office wing of the building provides permanent quarters for the student publications, an office for the director of student activities, and a number of meeting rooms which are at the disposal of student groups for meetings.

*English Hall*, a men's dormitory, made possible through the generosity of Nereus C. and Thomas English, was opened at the beginning of the 1957-58 school year. It provides rooms, each with a lavatory, for fifty-two men, as well as an apartment for a men's counselor. Its design is a modification of the Kathrine Hine Shore Hall, described above, and its style is the Georgian Colonial traditional to Guilford's campus. It is located just east of Archdale Hall.

*The Religious Education-Auditorium-Music Building*, completed and dedicated in 1961, houses the department of religion, the Charles A. Dana Auditorium seating 1,000, and the department of music. This building is entirely air conditioned and has been called one of the handsomest buildings of its kind by many visitors to the college. The spacious stage is completely equipped and the Mitchell Memorial Organ provides music of the finest quality.

*New Men's Dormitory*—Ready for occupancy in the fall of 1962, a new men's dormitory will house 256 students with accommodations for two counselors, as well as recreation rooms. Each student room is equipped with a lavatory and built-in furniture. The building is designed in semi-Georgian Colonial style compatible with the other buildings on the campus.

*New Women's Dormitory*—A new women's dormitory, also ready in the fall of 1962, houses 162 students and a counselor. Furniture is built-in and accommodations of the building include recreation and social areas.

*Armfield Athletic Center*—The Armfield Athletic Center, including a baseball diamond, track and football field, was dedicated in the fall of 1961 in honor of William J. Armfield, Jr. and as a memorial to his sons, Britt M. Armfield and William J. Armfield III. Its setting is such that it greatly enhances the beauty of the Guilford campus.

## EDUCATIONAL PROGRAM

### I. Tool Courses

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

### II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into, and to contribute more significantly to, his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This makes up one-fourth of the college course requirement.

### III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

### IV. Physical Education and Recreational Program

The emphasis is upon knowledge of and care of a healthy physical body and the development of normal recreational hab-

its. Objectives include recreational activities for every student and the establishment of skills in games and sports which develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition is encouraged.

## **V. The Creation and Maintenance of a Social Environment**

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There is a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

### **I. TOOL COURSES**

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

#### **NATURAL SCIENCES**

##### **Natural Science 11—The Physical World.**

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

##### **Natural Science 12—Human Biology (Man and the Biological World).**

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

##### **Mathematics 13-14—Freshman Mathematics.**

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of





THE LIBRARY

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CHARLES A. DANA AUDITORIUM

INTERIOR VIEW SHOWING STAGE



natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

## ENGLISH

### English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

## CLASSICAL LANGUAGES

### Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

### Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: Greek 11-12.*

or

### Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

### Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: Latin 11-12, or equivalent.*

## MODERN FOREIGN LANGUAGES

### French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

### French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

*Prerequisite: French 11-12, or an acceptable entrance examination score.*

or

### German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

**German 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: German 11-12, or equivalent.*

or

**Spanish 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Spanish 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Spanish 11-12, or an acceptable entrance examination score.*

## II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

### SOCIAL SCIENCE

**Sociology 20—The Social Sciences—Introductory.**

Three hours each week. Credit: three hours.

This course considers the development of the scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

*Prerequisite for all other Sociology courses.*

**Psychology 21—General Psychology.**

Three lectures and two hours of laboratory each week. Credit: four hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

*Prerequisite for all other Psychology courses.*

**History 37-38—A History of World Civilization.**

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal



of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

### LITERATURE AND ART

#### English 21—Survey of Western World Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

#### Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

### PHILOSOPHY AND RELIGION

#### Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

#### Philosophy 41-42—A Survey of Religious and Philosophical Thought in Western Civilization.

Three hours each week. Credit: three hours each semester.

This course deals with the development of religious philosophical thought from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration is given outstanding leaders of thought of each period.

### III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he

adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated unto the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program to fit him best for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians major in biology. Pre-engineering students major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

### MAJORS OFFERED

BIOLOGY  
CHEMISTRY  
ECONOMICS AND BUSINESS  
ELEMENTARY EDUCATION  
ENGLISH  
FRENCH  
HISTORY  
MATHEMATICS  
MUSIC

PHILOSOPHY  
PHYSICAL EDUCATION  
FOR MEN  
(RECREATIONAL LEADERSHIP)  
PHYSICS  
POLITICAL SCIENCE  
PSYCHOLOGY  
RELIGION  
SOCIOLOGY  
SPANISH

IV. See Physical Education Department (page 38)

V. See the Social Environment (page 78)

Note: All students are required to complete satisfactorily the tool courses and essential cultural resources as outlined under *Educational Program*, beginning on page 15.



# COURSE OF STUDY

FRESHMAN YEAR <i>Hours</i>	SOPHOMORE YEAR <i>Hours</i>	JUNIOR YEAR <i>Hours</i>	SENIOR YEAR <i>Hours</i>
NATURAL SCIENCE ... 6 Natural Science 11 Natural Science 12	SOCIAL SCIENCE .... 7 Psychology 21 Sociology 20	SOCIAL SCIENCE .... 6 History 37 History 38	PHILOSOPHY ..... 6 Philosophy 41 Philosophy 42
ENGLISH ..... 6 English 11 English 12	LITERATURE AND ART ..... 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	ELECTIVE ..... 6
FOREIGN LANGUAGE ... 6	FOREIGN LANGUAGE ... 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MATHEMATICS ..... 6 Mathematics 13 Mathematics 14	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MAJOR ..... 6	MAJOR ..... 6	MAJOR ..... 6	MAJOR ..... 6
PHYSICAL ED. .... 2	PHYSICAL ED. .... 2	PHYSICAL ED. .... 2	PHYSICAL ED. .... 2

Four Years of Physical Education Required of All Students

# COURSES OF INSTRUCTION\*

## BIOLOGY

PROFESSOR BRYDEN  
ASSISTANT PROFESSOR WARD

A major in biology consists of twenty-four hours, including *Biology* 13-14 (or equivalent) and *Biology* 21-22. *Biology* 13-14 is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

### **Biology 13-14—General Biology.**

Three lectures and three hours of laboratory work each week.  
Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principles of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of Natural Science 12.

*No credit given for less than one year's work.*

### **Biology 21—Comparative Vertebrate Anatomy.**

Two lectures and six hours of laboratory each week. Credit:  
four hours first semester.

A brief survey of the main classes of the vertebrates followed by a detailed comparative study of vertebrate anatomy. The types studied in the laboratory include the shark, necturus, turtle, and cat.

### **Biology 22—Vertebrate Embryology.**

Two lectures and six hours of laboratory each week. Credit:  
Four hours second semester.

A review of the processes of germ cell development, fertilization and cleavage followed by a detailed comparative study of the development of the frog, chick, pig and man.

### **Biology 23—General Botany.**

Two lectures and three hours of laboratory work each week.  
Credit: three hours first semester.

A study of the physiology and morphology of higher plants. Recommended to majors in biology who expect to teach or to enter graduate study.

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\*The college reserves the right not to give a course when fewer than ten students register for it.

### **Biology 24—Field Botany.**

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

A survey of the plant kingdom, emphasizing field study and identification.

### **Biology 31—Physiology of the Human Body.**

Three lectures and three hours of laboratory each week. Credit: four hours first semester.

A study of the physiological processes of the human body.

*Offered 1963-1964 and alternate years.*

### **Biology 33—Bacteriology.**

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work is designed to provide training in bacteriological techniques, in addition to analysis of food, milk, and water.

*Offered 1962-1963 and alternate years.*

### **Biology 36—Human Parasitology.**

Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A comprehensive study of the field of parasitology, treating of subjects such as life cycles, epidemiological factors, inter-relations of parasite and host, and principles of treatment and prevention.

*Offered 1963-1964 and alternate years.*

### **Biology 38—Ecology.**

Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of ecological principles and related terminology. Laboratory and field work will include a study of factors governing the distribution of local plants and animals.

*Offered 1962-1963 and alternate years.*

### **Biology 41-42—Biology Seminar.**

Two hours each week. Credit: one hour each semester.

The seminar will serve such purposes as presenting studies in the history and philosophy of biology, functioning as a laboratory for the study of the literature in the field, and allowing time for the presentation and discussion of papers concerning thesis projects.

### **Biology 43—Genetics.**

Credit: four hours first semester.

A study of the principles of genetics.

## CHEMISTRY

PROFESSOR LJUNG

A major in chemistry consists of *Chemistry* 11-12, 21, 22, 23, 24, 31, 41. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two years of biology instead of physics.

**Chemistry 11-12—General Inorganic Chemistry.**

Three lectures and four laboratory hours each week with discussion periods. Credit four hours each semester.

The principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

*No credit given for less than one year's work.*

**Chemistry 21—Qualitative Analysis.**

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

*Prerequisite: Chemistry 11-12.*

**Chemistry 22—Quantitative Analysis.**

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

The principal methods of gravimetric and volumetric and colorimetric analysis; lectures, laboratory work, and stoichiometric exercises.

*Prerequisite: Chemistry 11, 12 and 21.*

**Chemistry 23-24—Organic Chemistry.**

Two lectures, one quiz period, and six laboratory hours a week: Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

*Prerequisite: Chemistry 11-12.*

**Chemistry 31—Physical Chemistry.**

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

*Prerequisite: Chemistry 22, Physics 11-12, and Mathematics 22.*

## ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR VICTORIUS, ASSOCIATE PROFESSOR LOCKARD,  
ASSISTANT PROFESSOR DEVLIN

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that govern our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics* 21-22 (General Economics) is a required course. The course has to be passed with a minimum grade of C. The following courses in special subjects are considered essential: *Economics* 23 (Business Law); *Economics* 25 (Accounting); *Economics* 31 (Money and Banking); *Economics* 35 (Business Organization and Management); *Economics* 41 (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit of which at least four three-hour courses should be on the junior-senior level.

At the end of their course of study majors in the department are required to pass a written examination as prerequisite for the degree. This examination shall show the student's acquaintance with the basic economic principles as well as with the dynamic development of our economic institutions, procedures, and practices and his insight in past and contemporary economic issues of major proportions. To qualify for admission to the examination the student will be enrolled in a special section of the economics seminar in the semester preceding the examination.

### Economics 11—Economic Development of the United States

Three hours each week. Credit: three hours either semester.

Through its historical approach the course presents an analysis of all phases of the economic growth of the United States. The course is designed to promote understanding of the evolution of the complex economic society that exists today. Included in the study are: commerce, finance, agriculture, industry, and economic fluctuations.

### Economics 12—Introduction to Business.

Three hours each week. Credit: three hours either semester.

This course is intended to introduce the student to the basic purposes and responsibilities of business. The various forms of business

ownership and enterprise are presented. All phases of business are discussed, including retailing, advertising, transportation, personnel, production and finance.

### Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and discussed, and some examination is made of programs for economic stabilization.

Required of all economics majors, and of students with a minor in economics.

*The entire course must be completed before credit can be given for either semester.*

*Not open to first-year students.*

### Economics 23—Business Law I and II.

Three hours each week. Credit: three hours each semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases. A study of various phases of insurance and a study of the law of real estate are included.

*Not open to first-year students.*

### Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

*Prerequisite: Economics 21.*

### Economics 25—Elements of Accounting I.

Five hours each week. Credit: three hours either semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

*Not open to first-year students.*



**Economics 26—Elements of Accounting II.**

Five hours each week: Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

*Prerequisite: Economics 25.*

**Economics 30—Business Cycles.**

Three hours each week. Credit: three hours second semester.

The student is introduced to the empirical aspects of business cycles, cycle theory and public policy relative to business cycles.

*Prerequisite 21-22. The prerequisite may be waived for mature students.*

*Offered upon sufficient demand.*

**Economics 31—Money and Banking.**

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

*Prerequisite: Economics 21-22.*

**Economics 32—International Economic Relations.**

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between nations and states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

*Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.*

*Offered upon sufficient demand.*

**Economics 33—Personnel Psychology.**

Three hours each week. Credit: three hours first semester.

For course description see Psychology 83.

*Prerequisite: Economics 21-22 and Psychology 21.*

*Offered 1963-1964.*

### Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

*Not open to first-year students.*

### Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

*Prerequisite: Economics 21-22.*

### Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financial expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

*Prerequisite: Economics 21-22 and 25.*

### Economics 40—Public Control of Business.

Three hours each week. Credit: three hours first semester.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities, as well as upon the practices that are directed toward the maintenance of a stable economy.

*Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.*

*Offered second semester.*

### Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement

and the issues involved in the establishment of constructive industrial relations.

*Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.*

### Economics 42—Public Finance.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Interrelationships of federal, state and local finances are analyzed and discussed.

*Prerequisite: Economics 21-22.*

### Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution of problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

*Required of majors in economics during their junior and senior years.*

## EDUCATION

PROFESSOR LOVE

ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and *Education 34*, or *Education 35*, *Psychology 22* and *Psychology 32*. Music Education majors take *Education 31* or *Education 32*; Physical Education majors, *Education 42*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school may major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Edu-*

cation 25 and Education 28; *Psychology* 22 and *Psychology* 32; *Education* 36 and *Education* 40. Related courses required for certification and included in the course of study for those seeking elementary certificates are: *English* 29, *History* 21-22, *Political Science* 12, *Geography* 13 and 14; *Music* 11-12, *Physical Education* 45-46. Three hours of Choir credit may be counted in lieu of *Music* 11-12.

*Psychology* 22 is a prerequisite for *Psychology* 32. Before being eligible for *Education* 40 a student must have had the proper course from the following group: *Education* 31, *Education* 32, *Education* 36, *Education* 38, *Education* 42. Whenever possible a student should plan his program far enough ahead so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

### **Education 21—The American Public School.**

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

### **Education 25—Music for the Elementary School Teacher.**

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

### **Education 28—Drawing and Industrial Arts for the Elementary School Teacher.**

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

### Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

### Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 31 and includes all phases of high-school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

*Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.*

### Education 34—History and Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of the educative process, the school as a social and educational institution, and the purpose it is designed to serve in a democracy.

*Offered 1962-1963 and alternate years.*

### Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

*Prerequisite: Education 21.*

### Education 36—Methods and Procedures in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*



### Education 38—Methods and Procedures in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the cooperating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

*Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 38, Education 42.*

### Education 42—Methods in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

### Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours first semester.

(See course outlined under *Psychology 32*, Department of Psychology.)

*Prerequisite: Psychology 22.*



### Education 45—Practices and Procedures for Health in Elementary Schools.

Three hours each week. Credit: three hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher. This course is taught in the Physical Education Department.

*Offered 1962-1963 and alternate years.*

### Education 46—Practices and Procedures for Physical Education in Elementary Schools.

Three hours each week. Credit: three hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher. This course is taught in the Physical Education Department.

*Offered 1962-1963, and alternate years.*

## ENGLISH

ASSOCIATE PROFESSORS COBB AND MARLETTE, ASSISTANT  
PROFESSORS WEIS, A. DEAGON, D. DEAGON, AND TOWNEND

A student majoring in English is expected to acquire an adequate knowledge of English and American literature, and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses.

A major in English literature requires a total of 32 hours, exclusive of English 11, 12, and 21. The six absolutely required courses plus 2 hours of seminar, the optional courses, given to complete the thirty-two hour minimum requirement, and the elective courses which do not give credit toward the major are listed below. The department strongly recommends History 23 and 24 (English History) as elective hours for an English major.

Majors in the department are expected to pass a comprehensive examination over the whole field early in March of their senior year. This is regularly an hour oral examination given by three or four instructors. Preparation for it should include review of courses taken, filling in between courses, matters of meter, and principles of structure in the different literary forms.

### *English As a Tool*

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. This ability is tested by a comprehensive examination in English, given as a part of the final examination in English 12 and determining whether or not a student repeats this course.

\*A related field in English requires, in addition to English 21, a minimum of nine hours in literature and six hours chosen from any of the divisions below.

### **Core Curriculum Courses Required of All Students**

#### **English 11—Grammar and Composition.**

Three hours each week. Credit: three hours first semester.

This course is composed of a review of English grammar and considerable experience in expository composition. Emphasis is also placed upon vocabulary building and reading skill.

At least one section of English 11 will be offered in the second semester.

#### **English 12—Reading and Composition.**

Three hours each week. Credit: three hours second semester.

This course emphasizes reading for style, an intensified program of composition, and the minimum requirement of one research paper. The course also includes an introduction to literature.

#### **English 21—Survey of Western World Literature.**

Three hours each week. Credit: three hours first semester.

This course is a study of the masterpieces of classical, romantic, and realistic literature of the western world.

### **Courses Required for English Majors**

#### **English 33-34—Survey of English Literature.**

Three hours each week. Credit: three hours each semester.

This course, beginning with the Old English epic and lyric poetry, covers the entire scope of English literature. It is specifically designed to apprise the student of the great periods of literature and the masters in each period.

#### **English 24—Survey of American Literature.**

Three hours each week. Credit: three hours second semester.

This course acquaints the student with the greatest literary works of America. It should be taken after English 33 and 34, because American authors and their works should be studied in the light of their English heritage.

**English 35—Milton and His Age.**

Three hours each week. Credit: three hours first semester.

Although central attention is given to the major works of Milton, this course deals also with contemporary authors and works.

**English 36—Shakespeare.**

Three hours each week. Credit: three hours second semester.

This course deals basically with the drama although other poetical works are related to the dramas.

**English 46—Chaucer and His Age.**

Three hours each week. Credit: three hours second semester.

Primarily a careful study of the works of Chaucer, this course also extends to cover contemporary authors and the changing literary forms.

**English 41—Seminar.**

Two hours each week. Credit: one hour first semester.

The subject of study in the seminar will be determined by the needs of the students enrolled and by the professor in charge.

**English 42—Seminar.**

Two hours each week. Credit: one hour second semester.

Same as English 41.

**Optional Courses for English Majors****English 15—Contemporary Literature (Since 1914).**

Three hours each week. Credit: three hours first semester.

This course provides the opportunity of studying English and American Literature since 1914.

**English 16—The Victorian Age.**

Three hours each week. Credit: three hours second semester.

Centered around the poetry of Tennyson and Browning, the course also offers a survey of other poetry, of drama, and of prose.

**English 25—The Romantic Revival.**

Three hours each week. Credit: three hours first semester.

This course is a study of the major poets and prose writers of the age. Naturally, much emphasis is placed upon Wordsworth, Coleridge, Byron, Keats, and Shelley.

**English 26—The Neoclassical Age.**

Three hours each week. Credit: three hours second semester.

This is a study of eighteenth century neoclassical literature. It emphasizes Dryden, Swift, and Pope, presents other important figures in prose and poetry, and deals with the rise of journalism.

**English 38—Classical Mythology.**

Three hours each week. Credit: three hours second semester.

This course in Greek and Roman mythology is invaluable for all English majors and is worthwhile for any student interested in the classical legends and literature.

**English 39—Advanced English Grammar.**

Three hours each week. Credit: three hours first semester.

This is a course in functional grammar, designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation, and usage.

**English 45—Spenser and His Age.**

Three hours each week. Credit: three hours first semester.

This course is a study of Spenser and his major contemporaries. The emphasis is upon Renaissance non-dramatic poetry.

**Elective Courses for English Majors****English 17—Public Speaking.**

Three hours each week. Credit: three hours each semester.

Dealing with the basic techniques of effective public speaking, this course is valuable to students in all fields.

*Given each semester.*

**English 27-28—Play Production.**

Three hours each week. Credit: three hours each semester.

This course acquaints the student with the history and development of the theater and with current trends in the staging of drama. Students are required to do a minimum of 16 laboratory hours in connection with the productions of the dramatics group.

**English 29—Children's Literature.**

Three hours each week. Credit: three hours first semester.

This course is centered about the classics in children's literature. Students read and examine the best in this field and have the experience of composing stories and/or poems for specified age levels.

*Required of all elementary education majors.*

**English 37—Creative Composition.**

Two hours each week. Credit: two hours first semester.

This is a course in advanced professional and artistic writing, offering maximum opportunity for practice. Students interested in journalistic writing are encouraged to register for this course.

## FOREIGN LANGUAGES

PROFESSOR HILTY, ASSISTANT PROFESSORS DEAGON, MARTIN  
AND THOMPSON AND INSTRUCTORS HUNT AND FEAGINS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12 elementary course. History or English is recommended as a related subject. No credit will be given for less than one full year of any elementary language.

## French

*Prerequisite for all courses beyond French 14: French 13-14, or equivalent.*

**French 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**French 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: French 11-12, or an acceptable entrance examination score.*

**French 21-22—Survey of French Culture.**

Three hours each week. Credit: three hours each semester.

**French 33-34—French Conversation and**

**Composition, primarily for language majors.**

Three hours each week. Credit: three hours each semester.

**French 21-22 is a prerequisite for the following advanced courses:**

**French 41—Sixteenth Century Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1963-1964 and alternate years.*

**French 42—Seventeenth Century Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1963-1964 and alternate years.*

**French 45—Eighteenth Century Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1963-1964 and alternate years.*



**French 46—Nineteenth Century Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1963-1964 and alternate years.*

**German**

*Prerequisite for all courses beyond German 14: German 13-14, or equivalent.*

**German 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**German 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: German 11-12 or equivalent.*

**German 21-22—Survey of German Literature.**

Three hours each week. Credit: three hours each semester.

*Offered 1963-1964 and alternate years.*

**German 33-34—German Conversation and Composition (primarily for language majors who wish to offer German as a minor or for prospective teachers or language).**

Three hours each week. Credit: three hours each semester.

*Offered 1962-1963 and alternate years.*

**Greek****Greek 11-12—Introduction to Greek Language and Literature (Elementary Course).**

Three hours each week. Credit: three hours each semester.

This will be Attic Greek or New Testament Greek with sight reading in the N. T., according to the demand.

*Offered 1962-1963 and alternate years.*

**Greek 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Offered 1963-1964 and alternate years.*

*Prerequisite: Greek 11-12.*

**Latin****Latin 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

*Offered 1963-1964 and alternate years.*



**Latin 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

*Prerequisite: Latin 11-12 or equivalent.*

*Offered 1962-1963 and alternate years.*

**Russian****Russian 11-12—Elementary Course**

Three hours each week. Credit: three hours each semester.

**Russian 13-14—Intermediate Course**

Three hours each week. Credit: three hours each semester.

**Spanish**

*Prerequisite for all courses beyond Spanish 14: Spanish 13-14, or equivalent.*

**Spanish 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Spanish 13-14—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Spanish 11-12, or an acceptable entrance examination score.*

**Spanish 21—Survey of Spanish Culture.**

Three hours each week. Credit: three hours first semester.

*Offered 1963-1964 and alternate years.*

**Spanish 22—Survey of Latin American Culture.**

Three hours each week. Credit: three hours second semester.

*Offered 1963-1964 and alternate years.*

**Spanish 31—Advanced Conversation.**

Three hours each week. Credit: three hours first semester.

*Offered 1962-1963 and alternate years.*

**Spanish 32—Advanced Composition.**

Three hours each week. Credit: three hours second semester.

*Offered 1962-1963 and alternate years.*

**Spanish 41—Spanish Literature of the Golden Age.**

Three hours each week. Credit: three hours first semester.

*Offered 1963-1964 and alternate years.*

**Spanish 42—Don Quijote.**

Three hours each week. Credit: three hours second semester.  
*Offered 1963-1964 and alternate years.*

**Spanish 45—Nineteenth Century Spanish Literature.**

Three hours each week. Credit: three hours first semester.  
*Offered 1962-1963 and alternate years.*

**Spanish 46—Contemporary Spanish American Literature.**

Three hours each week. Credit: three hours second semester.  
*Offered 1962-1963 and alternate years.*

**GEOGRAPHY****Geography 13—Elements of Geography.**

Three hours each week. Credit: three hours first semester.

Designed as an introduction into the field of geography, the course deals with the earth in its planetary relations, its representation on maps, with climatic elements and types of climates, soils, and surface features. Special attention is given to the manifold aspects of man's adaptation to his physical environment. Exercises in mapping and location of places are included.

*This course is intended especially for majors in elementary education.*

**Geography 14—Regional Geography.**

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

*This course is intended especially for majors in elementary education.*

**GEOLOGY****Geology 21-22—General Geology.**

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include:

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

## HISTORY

PROFESSOR NEWLIN

ASSOCIATE PROFESSOR BURROWS

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History* 13-14, 21-22, three semesters of seminar and twelve additional hours selected carefully from other courses offered, at least six hours of which must be chosen from the following: *History* 41-42, 43, 44, 45 and 46. All history majors are expected to take the required core curriculum history course, *History* 37-38; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field of history in which they may be interested. Courses in economics, political science, literature and sociology are especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to take three semesters in history seminar and to pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

### History 13-14—Modern Europe.

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1870 is covered during the first semester and the period from 1870 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

*Required of history majors, and should be taken in freshman year.*

### History 21-22—The History of the United States.

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1877.

*Required of history majors, and should be taken in sophomore year.*

### History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

*Offered 1962-1963 and alternate years.*

### History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

*Prerequisite: History 23.*

*Offered 1962-1963 and alternate years.*

### History 25-26—Latin America.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin American from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

### History 34—North Carolina.

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

### History 35—The Far East in the Modern World.

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

*Offered 1962-1963 and alternate years.*

**History 37-38—A History of World Civilization.**

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

*Required of all students—see cultural resources program.*

*To be taken in junior year.*

**History 41-42—The Foreign Policy of the United States.**

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have been most important in the history of the country will be subjected to detailed study.

*Prerequisite: History 21-22.*

*Offered 1962-1963 and alternate years.*

No credit is given for less than one year's work.

**History 43—The Age of the Renaissance.**

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

*Offered upon sufficient demand.*

**History 44—Sixteenth and Seventeenth Century Europe.**

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

*Offered 1963-1964 and alternate years.*

**History 45—Europe Since 1914.**

Three hours each week. Credit: three hours first semester.



This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

*Prerequisite: History 13-14.*

*Offered 1963-1964 and alternate years.*

### **History 46—The United States Since World War I.**

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

*Prerequisite: History 13-14 and History 21-22.*

*Offered 1963-1964 and alternate years.*

### **History Seminar.**

Two hours each week. Credit: one hour each semester.

#### **Seminar I — Junior Seminar.**

Required of all history majors during first semester of their junior year.

#### **Seminar II — Historiography.**

Required of all history majors during second semester of their junior year.

#### **Seminar III — Senior Seminar.**

Required of all history majors during first semester of their senior year. This seminar will be primarily devoted to the writing of the senior theses and the objective of the seminar is to secure the completion of these during the first semester.

## **HOME ECONOMICS**

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to contribute to that part of the liberal arts education that deals with the needs of women in building and maintaining an efficient home and enables them to understand their multiple responsibilities at home and in contemporary society.

### **Home Economics 11—Housing and Interior Decoration.**

Two hours each week. Credit: two hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of economy, health, comfort, and beauty.

*Offered 1963-1964 and alternate years.*



**Home Economics 12—Clothing and Textiles.**

One lecture and three hours of laboratory work each week.

Credit: two hours second semester.

Fundamental principles in selection and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments.

*Offered 1963-1964 and alternate years.*

**Home Economics 21—Foods and Nutrition.**

One lecture and three hours of laboratory work each week.

Credit: two hours first semester.

A study of world's food situation and principles involved in selection and purchase of foods and in planning, preparation, and serving family meals; diets and party dishes.

*Offered 1962-1963, and alternate years.*

**Home Economics 24—Family Economics—  
Home Management.**

Two hours each week. Credit: two hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of consumer goods and household equipment.

*Offered 1962-1963 and alternate years.*

**MATHEMATICS**

PROFESSOR PURDOM, ASSOCIATE PROFESSOR BOYD

INSTRUCTORS JONES, REYNOLDS, AND MORELL

A *major* in mathematics consists of at least 24 hours in courses numbered above 20. Mathematics majors will take Physics 11 and 12 instead of Natural Science 11 to meet curriculum requirements.

A *minor* in mathematics consists of at least Mathematics 23, 24, and two other three hour courses numbered above 20.

The six hours of mathematics required for graduation may be fulfilled by any combination of courses selected from Mathematics 11, 12, 13, 14, 23, and 24 except the one combination 11 and 13.

**Mathematics 11—College Algebra.**

Three hours each week. Credit: three hours first semester.

**Mathematics 12—Trigonometry.**

Three hours each week. Credit: three hours second semester.

**Mathematics 13-14—Freshman Mathematics.**

Three hours each week. Credit: three hours each semester.

Review of arithmetic operations, logarithms, progressions, statistics, probability, trigonometry, theory of equations, conics, and calculus.

**Mathematics 16—Statistics.**

Three hours each week. Credit: three hours second semester.

Elementary theory and applications. Mathematical development of probability distributions. Sampling, the binomial distribution, testing of hypotheses and confidence intervals.

**Mathematics 23-24—Calculus and Analytic Geometry.**

Three hours each week. Credit: three hours each semester.

Introduction to analytical geometry, functions, limits, derivatives, the conic sections, antiderivatives, integration, and transcendental functions.

**Mathematics 25—Calculus and Analytic Geometry.**

Three hours each week. Credit: three hours first semester.

Series, vectors, solid analytic geometry, partial differentiation, and multiple integration.

**Mathematics 26—Differential Equations.**

Three hours each week. Credit: three hours second semester.

Methods of solution of first order differential equations, linear differential equations and numerical methods.

*Prerequisite: Mathematics 25.*

**Mathematics 27-28—Foundations and Fundamental Concepts of Mathematics.**

Three hours each week. Credit: three hours each semester.

Elements of logic necessary for an understanding of the foundations of mathematics, sets, relations, functions, and the axiomatic development of some elementary mathematical systems.

**Mathematics 33—Introduction to Abstract Algebra.**

Three hours each week. Credit: three hours first semester.

Rings, integral domains, fields, and groups.

*Offered 1961-1962 and alternate years.*

**Mathematics 34—Introduction to Linear Algebra.**

Three hours each week. Credit: three hours second semester.

Algebra of vectors, matrices, determinants, linear transformations and characteristic value problems.

*Offered 1961-1962 and alternate years.*

**Mathematics 41-42—Advanced Calculus.**

Three hours each week. Credit: three hours each semester.

Functions, sequences, limits, continuity, differentiation, the Riemann integral, the Stieltjes integral, vector analysis, line and surface integrals, series, Gamma and Beta functions.

*Prerequisite: Mathematics 25.*

*Offered 1962-1963 and alternate years.*

**Mathematics 49—Research.**

Credit to be determined by nature and quality of work.

An individually arranged course intended to introduce the student to mathematical research.

*Prerequisite: Consent of the instructor.*

**Mathematics Seminar.**

Two hours each week. Credit: one hour each semester.

**MUSIC**

ASSOCIATE PROFESSOR BAUMBACH

INSTRUCTOR SMYRE

INSTRUCTOR LJUNG

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music Education majors

must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resource courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, *Music* 31-32 in the third, and *Music* 33-34 and 41-42 in the last year. Lessons for majors in the field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resource courses. The student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, and *Music* 33-34, 35-36, 37, 38 and 41-42 in the third and fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral or band instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit has been earned.

Music Education majors with an applied music major in: piano must complete grade 7 in piano and grade 2 in voice; voice must complete grade 5 in piano and grade 3 in voice; orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major

in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music* 15-16, 21-22 and 17-18 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano and may take a course in orchestration or counterpoint, or both.

### Music 11-12—Music Appreciation.

First semester: Two hours class and one hour laboratory each week. Second semester: One hour class and two hours laboratory each week. Credit: Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

*Open to all students.*

### Music 13-14—Church Music and Hymnology.

Two hours of lectures and one hour of laboratory each week.

Credit: two hours each semester.

A survey of the history and literature of church music in general and hymnology in particular. Designed to give religion majors, ministerial students, and music students a deeper understanding and appreciation of the music of the church.

*Open to all students.*

### Music 15-16—Elementary Theory.

Three hours each week. Credit: two hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

*Open to all students.*

### Music 17-18—Eartraining.

Two hours each week. Credit: one hour each semester.

The materials presented in MUSIC 15-16 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with MUSIC 15-16.



### Music 21-22—Advanced Theory.

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

*Prerequisite: Music 15-16.*

### Music 31-32—Counterpoint.

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

*Prerequisite: Music 21-22.*

*Offered 1964-1965 and alternate years.*

### Music 33-34—History of Music.

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

*Prerequisite: Music 21-22.*

*Offered 1963-1964 and alternate years only unless the demand is sufficiently great.*

### Music 41-42—Form, Analysis, and Composition.

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

*Prerequisite: Music 11-12.*

*Offered 1963-1964 and alternate years.*

### Music 43-44—Orchestration.

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

*Offered upon sufficient demand.*

### Music 45-46—Music Literature.

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

*Offered in alternate years upon sufficient demand.*



**Music 47—Opera.**

Two hours class and one laboratory each week.

Credit: two hours first semester.

*Prerequisite: Music 11-12.*

*Offered upon sufficient demand.*

**Music 48—Symphony.**

Two hours class and one laboratory each week.

Credit: two hours second semester.

*Prerequisite: Music 11-12.*

*Offered in alternate years only upon sufficient demand.*

*See Education 25—Music for the Elementary School Teacher.*

*See Education 31—Elementary School Music Problems.*

*See Education 32—High School Music Problems.*

**APPLIED MUSIC COURSES**

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is achieved.

**Piano Major**

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

*Entrance requirements:* To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

### Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F. Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixths, and tenths, M.M.—quarter note—112, in the following form:

Two octaves in eighth notes.

Four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

### Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

### Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, Gradus ad Parnassum; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and modern pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

### Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballads, etc.; Beethoven; Sonatas equivalent in difficulty to Op. 31, E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He should have had considerable experience in ensemble and should be a capable sight reader.

### Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

*Entrance requirements:* To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

### Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple Songs in English and Italian. (Piano 2-3)

### Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4-5)

### Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers. (Piano 6-7)

### Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

## Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one

year of voice study and membership in the choir during the entire four years course are required.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

### **Music 35-36—String Class.**

Two hours each week. Credit: one hour each semester.

A two-semester course in the fundamentals of string technique.

*Offered 1962-1963 and alternate years.*

### **Music 37—Woodwind Class.**

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

*Offered 1962-1963 and alternate years.*

### **Music 38—Brass Class.**

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

*Offered 1963-1964 and alternate years.*

### **Music 27-28—Class Voice.**

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and developing a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

### **Music 19-20—Choir.**

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Cappella Choir (see description under Student Activities). The course is an

exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools and for ministerial students.

### Music 23-24—Piano Methods.

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

*Offered upon sufficient demand.*

### Music 25-26—Voice Methods.

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

*Offered upon sufficient demand.*

## NATURAL SCIENCE

ASSISTANT PROFESSOR WARD

INSTRUCTOR BARTLETT

### Natural Science 11—The Physical World.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See tool courses.)

### Natural Science 12—Human Biology (Man and the Biological World).

Three lectures and two hours of laboratory each week

Credit: three hours second semester.

(See tool courses.)

Also listed as BIOLOGY 12.

## PHILOSOPHY

PROFESSORS MILNER AND KENT

ASSOCIATE PROFESSOR FEAGINS, INSTRUCTOR ENGELMAN

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal



reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages, literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy normally includes *Philosophy* 10, 11, 12, 28, 31, 33, 35 and 38. *Philosophy* 26 may be taken in place of any one of the last five of these courses.

### Philosophy 10—Introduction to Philosophy.

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

**Note:** this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only PHILOSOPHY 24 and PHILOSOPHY 41-42, which are core-curriculum courses required of all students.

*Offered each semester each year.*

### Philosophy 11—Ethics: The Theory of Morals.

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

### Philosophy 12—Logic: the Principles and Problems of Rational Belief.

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences.

### Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses.)



### Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

*Offered 1962-1963 and alternate years.*

### Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

A critical study of a major number of Plato's Dialogues, with emphasis on the content of the dialogues and the implications of the ideas expressed therein.

*Not open to freshmen.*

*Offered 1962-1963 and alternate years.*

### Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.  
(Also listed as *Religion 31.*)

### Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the aesthetic object; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community.

*Offered 1963-1964 and alternate years.*

### Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

A study tracing the development of American philosophical thought from colonial to modern times, with special emphasis on social and political thought.

*Offered 1962-1963 and alternate years.*

### Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

*Offered on sufficient demand.*

**Philosophy 38—Contemporary Philosophy.**

Three hours each week. Credit: three hours second semester.

A study of the main movements in philosophical thought during the twentieth century: idealist, realist, pragmatist, positivist, analytic, existentialist, etc.

*Offered 1963-1964 and alternate years.*

**Philosophy 41-42—A Survey of Religious and Philosophical Thought in Western Civilization.**

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

**Philosophy Seminar.**

Two hours each week. Credit: one hour each semester.

Individual and group reading and discussion of selected material—particularly from the current journals—dealing with special topics of contemporary interest.

*Required of all juniors and seniors majoring in philosophy; open to all others at the discretion of the department.*

**PHYSICAL EDUCATION**

The work in the Department of Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have polio, typhoid and small-pox vaccinations before they enroll.

A major in Physical Education is offered for men, and a minor is offered for women.

**PHYSICAL EDUCATION FOR MEN**

DIRECTOR OF MEN'S PHYSICAL EDUCATION MAYNARD,

DIRECTOR OF ATHLETICS APPENZELLER AND

INSTRUCTOR PARRISH

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, tennis and golf.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, badminton, horseshoes, golf pitch, track, and ping-pong.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take. The following courses are required for all Physical Education majors: Physical Education 15, 16, 25, 26, 35, 36, 47, 48, and five of the two hour courses; and Biology 13-14.

### **Physical Education 17-18M—A Service Course for Freshmen.**

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

*Required of all freshmen.*

### **Physical Education 23-24M—A Service Course for Sophomores.**

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

*Required of all sophomores.*

### **Physical Education 39-40M—A Service Course for Juniors.**

Three hours each week. Credit: one hour each semester.

*Required of all juniors.*

### **Physical Education 43-44M—A Service Course for Seniors.**

Three hours each week. Credit: one hour each semester.

*Required of all seniors.*

**Physical Education 15M—Personal Hygiene.**

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

**Physical Education 16M—Community Hygiene.**

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as sanitation of the water supply, occupational and environmental health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

**Physical Education 25M—Principles of Health and Physical Education.**

Three hours each week. Credit: three hours first semester.

This course considers the need and purpose of health education, the healthful school, aspects of school health service, school and community cooperation for health, the curriculum in health education and foundations of methods in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized.

**Physical Education 26M—Organization and Administration of Physical Education and Athletics in Public Schools and Colleges.**

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Problems of schedule making, equipment buying and legal aspects are among those included.

**Physical Education 27M—Recreational Games for Teachers in Public Schools and Colleges.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 28M—Theory, Technics and Skills in the Coaching of Basketball, Track and Field Events.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 29M—Theory, Technics and Skills in the Coaching of Football.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their junior year.*

**Physical Education 30M—Methods, Materials and Practice in Tumbling, Gymnastics, and Wrestling.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 37M—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball, and Badminton.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

*Offered 1963-1964 and alternate years.*

**Physical Education 38M—Skills, Technics and Methods in Coaching Baseball.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 35M—Individual and Corrective Physical Education.**

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1962-1963 and alternate years.*

**Physical Education 36M—Evaluation and Measurements in Health and Physical Education.**

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests



of strength, cardiovascular conditions, nutritional appraisal, sports ability, motor ability, posture appraisal, sports knowledge, and other areas.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1963-1964 and alternate years.*

### **Physical Education 47M—Anatomy (Human).**

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1963-1964 and alternate years.*

### **Physical Education 48M—Physiology.**

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1963-1964 and alternate years.*

## **PHYSICAL EDUCATION FOR WOMEN**

INSTRUCTORS UPCHURCH, REDDECK AND PERRY

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular coordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group cooperation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in cooperation with this department.

A minor in Physical Education is offered to women students. This emphasis can well be utilized in the vocations of teaching, recreation, and social work. For the requirements of the minor program, consult with the Women's Physical Education Department.



### Physical Education 11-12W—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

*Required of all freshmen.*

### Physical Education 21-22W—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

*Required of all sophomores.*

*Prerequisite: Physical Education 11-12.*

### Physical Education 31-32W—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

*Required of all juniors.*

*Prerequisite: Physical Education 11-12.*

### Physical Education 41-42W—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

*Required of all seniors.*

*Prerequisite: Physical Education 11-12.*

### Physical Education—19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

*Required of all students advised by the college physician to substitute limited activity for regular physical education.*

**Physical Education 13W—Personal Hygiene.**

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

*Required of all freshmen.*

**Physical Education 36W—Leadership in Recreation.**

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

*Offered 1961-1962 and alternate years.*

**Physical Education 49W—Methods and Materials in Team Sports for Women.**

Three hours each week. Credit: three hours each semester.

A course designed to acquaint the student with the techniques and teaching methods in a variety of team sports played by women.

**Physical Education 50W—Methods and Materials in Individual Activities for Women.**

Three hours each week. Credit: three hours each semester.

Includes techniques and methodology for teaching selected individual sports and rhythms.

## PHYSICS

PROFESSOR PURDOM

The courses in physics are so arranged that a student may prepare for a career in the fields of applied engineering physics; for further study at the graduate level and for specialization in the field of science teaching.

Mathematics is strongly urged as a related subject as the methods of calculus are used in all of the advanced courses.

**Physics 11-12—General Physics.**

Three lectures and three hours of laboratory each week.

Credit: four hours each semester.

This course presents the basic phenomena of physics for students of

chemistry, biology, physics and engineering science. Emphasis is placed on quantitative concepts in the various subdivisions of the course.

*Prerequisite: Mathematics 12 or 14.*

*Physics 11-12 is a prerequisite for all other courses in the Physics Department.*

### **Physics 21—Physical Optics.**

Lectures and laboratory exercises each week. Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves, velocity, reflection, refraction, diffraction and its associated gratings, interference and polarization.

*Offered 1963-1964 and alternate years.*

### **Physics 22—Mechanics.**

Three lectures each week. Credit: three hours second semester.

Analytical mechanics treating the statics, kinematics and dynamics of particles and rigid bodies.

*Offered 1963-1964 and alternate years.*

### **Physics 31-32—Electricity and Magnetism.**

Lectures and laboratory exercises each week. Credit: three hours each semester.

Lectures and experiments concerning precision electrical measurements, potential, capacitance, magnetic fields, inductance, thermoelectricity and alternating currents. Electronics, such as the study of vacuum tubes and transistors and the design of circuits which make use of these.

*Offered 1962-1963 and alternate years.*

### **Physics 41-42—Atomic and Nuclear Physics.**

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theories of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of radioactivity, photoelectricity, x-rays, thermionics, particle accelerators, reactors and nucleonics.

### **Physics 44—Thermodynamics.**

Three lectures each week. Credit: three hours second semester.

Elementary kinetic theory, transfer of heat, laws of thermodynamics, change of state, applications to problems in physics and chemistry.

### **Physics 49—Physics Seminar.**

Credit to be determined by the nature and quantity of study completed.

*Intended only for those students majoring in physics.*

## POLITICAL SCIENCE

PROFESSOR NEWLIN

ASSISTANT PROFESSOR POLHEMUS

The courses in Political Science are designed to give the student a basic foundation for the whole field. Special attention is given to political theory, international organization, international politics, and the government of the United States.

Those who major in Political Science will be advised by the major professor to take courses in related fields to fit the future needs of the students.

### Political Science 11—Principles of Political Science

Three hours each week. Credit: three hours first semester.

This course not only seeks to make the student familiar with the basic principles of political science, but introduces him to Political Fundamentals, Theory and Organization of the State, Political Dynamics, and Relationship among Nations.

### Political Science 12—American Government: National

Three hours each week. Credit: three hours second semester.

A study of the organization and functioning of government in the United States at the national level. The federal system with its division and separation of powers, methods of functioning, problems of administration, and the role of the individual citizen are stressed. This course meets the North Carolina requirements for teachers within the state school system.

### Political Science 21—State and Local Government in the United States.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization, fields of work and administrative methods of Government in the states, counties, cities and local units of the United States. If the tree of democracy is to flourish, reorganization at the "grass roots" of the state and local levels is necessary. College-trained men and women must provide the leadership for this in the local community and state. Since it is at this state and local level that government touches the individual the most closely, this course may be used as an introductory course for the student of Political Science.

### Political Science 22—Political Dynamics

Three hours each week. Credit: three hours second semester.

Politics is a struggle for power. This course is designed to explore not only political parties and the part that Public Opinion and Interest Groups play in the struggle, but is also a study of the means of communication with special reference to propaganda.

### Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through

judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

*Prerequisite: Political Science 12 or History 21-22.*

*Offered 1962-1963 and alternate years.*

### **Political Science 37-38—International Politics.**

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student the opportunity of studying the origins and development of International Politics with particular reference to forces and prospects involved. Specific case studies bring these into sharp focus. In the second semester the Struggle for Power and Peace is emphasized. Specific case studies bring these into sharp focus.

*Prerequisite: 6 hours of Political Science. History 13-14 or 37-38 are helpful.*

*Offered 1963-1964 and alternate years.*

### **Political Science 40—Public Control of Business.**

Three hours each week. Credit: three hours second semester.

### **Political Science 41-42—Foreign Policy of the United States.**

Three hours each week. Credit: three hours each semester.

*Offered 1962-1963 and alternate years.*

### **Political Science 44—History of Political Thought.**

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student a panorama of readings and essays spanning the periods of the Reformation to the present day. It begins with the secular national state and continues to the present-day thinking regarding a world order.

*Prerequisite: 6 hours of Political Science.*

*Offered 1962-1963 and alternate years.*

## **PSYCHOLOGY**

PROFESSOR MILNER AND

ASSISTANT PROFESSOR VANCE

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives,



to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

### **Psychology 21—General Psychology.**

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

(See cultural-resource courses.)

*Prerequisite for all other psychology courses.*

### **Psychology 22—Child Psychology.**

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

### **Psychology 23—General Experimental Psychology.**

One lecture and two two-hour laboratory sessions each week.

Credit: three hours first semester.

General experimental techniques will be discussed in the lectures, and the laboratory sessions will provide further understanding of, and practice in, the experimental approach to psychology.

*Prerequisite for Psychology 24.*

### **Psychology 24—Advanced General Experimental Psychology.**

Hours and credit to be arranged. Credit: One or two hours second semester.

A more detailed and specific approach to experimental method will be followed than that in Psychology 23. Individual guidance will be given in the student's carrying out an experimental program within his own field of interest. This course is open, with the consent of the professor, to students who have completed Psychology 23.

### **Psychology 33—Personnel Psychology.**

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

*Offered 1963-1964 and alternate years.*



## **Psychology 32—Educational Psychology.**

Three hours each week. Credit: three hours first semester.

The purpose of this course is to acquaint the student with the more important findings of modern theorists, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

*Prerequisite: Psychology 22.*

## **Psychology 34—Introduction to Statistics in Psychology.**

Five hours each week. Credit: three hours second semester.

This course introduces the student to the statistical procedures used in experimental investigation in psychology and related fields. Specific topics covered include the collection and organization of data, graphical representations, measures of central tendency, measures of variability, elements of probability theory, the normal distribution, correlation techniques, and the use of standard scores.

## **Psychology 35—Physiological Psychology.**

Three hours each week. Credit: three hours first semester.

A survey of the interrelationship of biological and psychological factors in behavior. End organ, neurological and muscle action patterns and their contribution to integrated behavior will be considered. The influence of endocrine, hormonal and metabolic processes will be investigated.

## **Psychology 41—Psychology of Personality.**

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

*Offered 1962-1963 and alternate years.*

## **Psychology 42—Abnormal Psychology.**

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

*Offered 1963-1964 and alternate years.*

## **Psychology 44—Psychological Testing.**

Three hours each week. Credit: three hours second semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

*Offered 1963-1964 and alternate years.*

### Psychology 45—Current Psychologies: Psycho-analytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psycho-analytical psychology as systemized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

*Offered 1962-1963 and alternate years.*

### Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; and dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

*Offered 1962-1963 and alternate years.*

### Psychology Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

*Required of all juniors and seniors majoring in psychology.*

## RELIGION

PROFESSORS CROWNFIELD AND KENT  
ASSOCIATE PROFESSOR MOORE

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who expect to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion* 11, 12, 21, 22, 31, 33-34, 37-38 and 48.

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of religious study, including knowledge of the Bible, religious

history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 33-34 and 37-38, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

### **Religion 11—Old Testament: The Prophets.**

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

*Offered 1963-1964 and alternate years.*

### **Religion 12—Life and Teachings of Jesus.**

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

*Offered 1963-1964 and alternate years.*

### **Religion 15—History and Principles of the Society of Friends.**

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

### **Religion 21—New Testament: Epistles and Johannine Writings.**

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

*Offered 1962-1963 and alternate years.*

### **Religion 22—Old Testament: Law, History and Writings.**

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

*Offered 1962-1963 and alternate years.*

**Religion 31—Philosophy of Religion.**

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

*At least three hours work in Religion and three hours in Philosophy are presupposed.*

*Offered 1963-1964 and alternate years.*

**Religion 33-34—Principles and Practices in Christian Education.**

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

*Either semester may be taken without the other.*

*Offered 1963-1964 and alternate years.*

**Religion 35-36—The Development of Religion in the Bible.**

Three hours each week. Credit: three hours each semester.

*(See Cultural Resource Courses.)*

**Religion 37-38—History of Christianity.**

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

*Either semester may be taken without the other.*

*Offered 1962-1963 and alternate years.*

**Religion 43—History of Religions.**

Three hours each week. Credit: three hours first semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

*Offered 1963-1964 and alternate years.*

**Religion 48—Christian Ethics.**

Three hours each week. Credit: three hours second semester.

*Offered 1963-1964, and alternate years.*

**Religion Seminar.**

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester

is planned for upperclassmen and deals with important trends in current religious thought.

*Religion majors are required to participate twice in the first semester program and twice in the second.*

## GRADUATE STUDY IN RELIGION

Guilford College now offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if it appears that they have needs which may be met by the program.

### REQUIREMENTS FOR ADMISSION

Candidates for a degree must have the degree of Bachelor of Arts, or equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by their studies.

### PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative, and a generally mature attitude. The degree will not be awarded for the mechanical "passing" of a prescribed number of hours.

Requirements for a degree include the completion of 30 semester hours of advanced study, the passing of a general examination including written and oral parts, and a satisfactory thesis representing original research in some field where faculty direction and library materials are available.

Students will be expected to be able to use at least one of the following languages: Greek, Latin, French or German, in connection with their studies, and to pass an examination in the chosen language before being admitted to candidacy for the degree.

For the present, two three-hour courses, or the equivalent, will be offered each semester.



## FEES

For the present, the cost will be \$20.00 per credit hour per semester. Limited scholarship help will be available, based on academic standing and need.

*Courses to be offered upon sufficient demand.*

**Religion 111—Early Christianity.**

Credit: three hours first semester.

A study of the book of Acts, with especial attention to the interaction of Christianity and its environment.

**Religion 112—New Testament Thought.**

Credit: three hours second semester.

Attention will be paid to the unity and variety of thought on the chief topics treated by New Testament writers.

**Religion 121—Preaching: Principles and Practice.**

Credit: three hours first semester.

Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

**Religion 122—Preaching: Principles and Practice.**

Credit: three hours second semester.

A continuation of 121.

**Religion 123—Quaker Leadership.**

Credit: three hours first semester.

Designed to give the student a comprehensive acquaintance with contemporary Quakerism, and to prepare him for assuming responsible leadership within it.

**Religion 124—Quaker Leadership.**

Credit: three hours second semester.

A continuation of 123.

**Religion 131—Contemporary Theologians.**

Credit: three hours first semester.

A seminar devoted to the study of Barth, Brunner, Tillich and Niebuhr

**Religion 132—Quaker Thought.**

Credit: three hours second semester.

A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time, with special emphasis on a selected group each year.

**Religion 141—Seminar in the Philosophy of Religion.****Religion 142—Seminar in New Testament.****Religion 143—Seminar in Contemporary Theology.**



## SECRETARIAL COURSES

ASSISTANT PROFESSOR MOORE

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

### Business 11-12—Typewriting (Elementary).

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

### Business 13-14—Shorthand Theory (Gregg Functional Method).

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

*Prerequisites: Business 11-12, or equivalent, should precede or be taken concurrently.*

### Business 15-16—Advanced Typing (Production Work).

Three hours each week. Credit: two hours each semester.

*Prerequisite: Business 11-12, or equivalent.*

### Business 18—Secretarial Accounting.

Four hours each week. Credit: two hours second semester.

### Business 21-22—Advanced Shorthand and Typewriting—Transcription.

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

*Prerequisites: Business 11-12 and 13-14.*

*The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Division of Guilford College.*

## SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR STAFFORD

PROFESSORS DINKEL AND MILNER

VISITING PROFESSOR LOVEJOY

ASSISTANT PROFESSOR ZOPF

Students who plan to take graduate work in law, religion, politics, or social research are invited to major in this depart-

ment. Undergraduate majors or minors in this field are also recommended for students entering business, public relations, personnel work, labor relations, or social work. Students who plan no graduate work but are interested in a broader cultural background and deeper understanding of human relations are also welcomed.

The Sociology and Anthropology Department aims to help students explore the best materials available on social interaction, group relationships and dynamics, and cultural change. Special research projects, tutorial reading arrangements, and field work with social agencies may also be arranged.

A major in Sociology requires twenty-four hours plus four hours credit in seminar (or an alternative equivalent acceptable to the department). Considerable flexibility for individual needs is possible, but students planning graduate work are expected to include Sociology 21, 24, 31, 39, and 40. They are also urged to include a course in statistics. Social work candidates should include Sociology 22, 24, 32, 34, and 35. They are urged to include a course in Family or Consumer Economics. Students desiring admission to graduate school are expected to pass a comprehensive examination in the field if they wish full recommendation by the department.

### **Sociology 11—Tools of the Social Sciences**

Three hours each week. Credit: three hours first semester.

This course is intended for majors or minors in the social sciences and is expected to precede or accompany Sociology 20. The scientific method; the logic of the social sciences; concepts and constructs; interpretation of data; inference from statistics; problems in elementary semantics; clues to basic library research.

### **Sociology 13—Rural Sociology**

Three hours each week. Credit: three hours first semester.

A study of the rural-urban continuum, folk cultures, communities and neighborhoods, man-land relationships, tenure, and rural institutions.

*Not open to students credited with Sociology 23.*

*Offered 1963-1964 and alternate years.*

### **Sociology 14—Urban Sociology and Community**

Three hours each week. Credit: three hours second semester.

A study of the urban community, urban ecology, migration, succession, differentiation and stratification, social institutions in urban areas, urbanization and social change.

*Not open to students credited with Sociology 23.*

*Offered 1962-1963 and alternate years.*

**Sociology 20—The Social Sciences—Introductory.**

Three hours each week. Credit: three hours.

A consideration of the development of a scientific approach to the study of society, the culture concept, basic Western institutions, problems of socialization and personality adjustment.

**Sociology 21—Principles of Sociology.**

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, processes of socialization and personality adjustment.

*Offered 1962-1963 and alternate years.*

**Sociology 22—Social Problems.**

Three hours each week. Credit: three hours second semester.

A study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

**Sociology 24—Marriage and the Family.**

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

**Sociology 25—Population: History, Theory, Determinants, and Consequences.**

Three hours each week. Credit: three hours first semester.

*Offered 1963-1964 and alternate years.*

**Sociology 26—Sociology of Religion.**

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and to primitive or preliterate religions.

*Offered upon sufficient demand.*

**Sociology 28—Industrial Sociology.**

Three hours each week. Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factories and comparable organizations as social systems.

*Offered upon sufficient demand.*

**Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory—Introductory).**

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

*Offered 1962-1963, and alternate years.*

**Sociology 32—Cultural Anthropology.**

Three hours each week. Credit: three hours second semester.

An emphasis on studies of cultural patterns of socialization and personality formation. Social organization and social institutions—especially modern primitive—are studied along with the application of anthropological methods to subdivisions of modern Western Society.

*Offered 1962-1963, and alternate years.*

**Sociology 33—Southern Regions.**

Three hours each week. Credit: three hours first semester.

An investigation of the Southern regional culture and its relation to the culture of the United States. A study is made of the physical and human resources for these regions and of developments pointing toward a greater realization of inherent capacities of the Southern regions.

*Offered 1963-1964, and alternate years.*

**Sociology 34—Crime and Delinquency.**

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of crime, crime statistics, an analysis of the theory and methods of treatment.

*Offered 1963-1964, and alternate years.*

**Sociology 35—Forms of Social and Relief Work.**

Three hours each week. Credit: three hours first semester.

A developmental history and description of public and private social service agencies, community organization, group work, and disaster relief. Case work is especially emphasized.

*Offered 1962-1963, and alternate years.*

**Sociology 36—Racial and Ethnic Relations.**

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes and relations. A study of the present status of racial and ethnic groups, especially in the Americas.

*Offered 1963-1964, and alternate years.*

**Sociology 37—Educational Sociology—Intergroup Relations.**

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between different groups of people.

*Offered upon sufficient demand.*

**Sociology 39—Introduction to Social Research.**

Three hours each week. Credit: three hours first semester.

A historical study of social surveys and of the development of modern techniques and methods of social research—schedules, questionnaires, case studies, culture group and community studies, elementary scaling and statistical techniques.

*Offered 1963-1964, and alternate years.*

**Sociology 40—Social Theory.**

Special tutorial arrangements. Credit: to be determined.

A reading course covering basic social and sociological theory as listed in departmental bibliography and tailored to individual needs.

*Open only to seniors with special departmental permission.*

**Sociology 41-42—Research or Field Work in Sociology.**

Credit: to be determined.

A problem in social investigation under the direction of the instructor, or, properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences, field work with agencies in social work.

*Open only to seniors with special departmental permission.*

**Sociology Seminar.**

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social case work journals. Reports, discussion, occasional visiting lecturers and field trips. Major topics to be selected according to the needs and interests of the group.



## THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual, as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

## ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

### The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in cooperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Athletic contests are promoted for the benefit of regularly enrolled students only, and only such students are permitted to represent the college in any athletic contest.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

### Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In cooperation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President,

Secretary-Treasurer, sports managers, equipment manager, dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

## MUSICAL ORGANIZATIONS

### Guilford College Community Chorus

This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927.

Membership is open to all students, faculty, and townspeople who enjoy participating in the performances of these great works.

### The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

### A Cappella Choir

This concert choir, which made its initial appearance at the commencement exercises in 1929, was the first organization of this kind in any Southern institution.

In its many local appearances and its annual concert tours throughout the Eastern United States it has evoked many enthusiastic comments on the quality of its performances and especially on the aesthetic and spiritual values which its members have been trained to experience and thus to communicate to the audiences.

Membership in the A Cappella Choir is open to all students but participation in public performances is at the discretion of the director.

Membership offers unusual opportunities for excellent training in the finest types of music, particularly the various periods of sacred music ranging from the 15th through the 20th centuries; it provides splendid fellowship and opportunities to carry a real message to the people of our country.

## LITERARY SOCIETY

The purpose of the Guilford College Literary Society is to promote creative writing and develop artistic talents. The Literary Society publication is edited and published by a student staff under the direction and sponsorship of a faculty adviser designated by the administration. The editor-in-chief, assistant editor, and business manager are selected annually in the student elections by vote of the student body, but participation is open to all students interested.

## THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student government and two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

## THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of plays given annually by the students of the college. It has property rooms in Dana Auditorium in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

## SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

## THE STUDENT PUBLICATIONS

*The Guilfordian*, newspaper, published at intervals of one or two weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

## STUDENT GOVERNMENT ASSOCIATION

The Guilford College Student Government co-operates with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these associations.

## THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization, called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

## STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college, under the direction of the student government.

## Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:



Athletic Council—Men's		Guilfordian	
	Points		Points
President .....	1	Editor-in-chief .....	5
Secretary .....	1	Managing Editor .....	4
Athletic Council—Women's		Business Manager .....	4
President .....	2	Associate Editor .....	2
Vice-President .....	2	Regular reporters .....	2
Secretary-Treasurer .....	2	Minor staff member .....	1
Member .....	1	Honor Board	
Athletic Teams—Men's		Member .....	1
Cross Country, Tennis, Track		International Relations Club	
Golf		President .....	2
Manager .....	2	Vice-President .....	1
Varsity squad .....	2	Secretary .....	2
Baseball, Basketball, Football		Treasurer .....	1
Manager .....	3	Literary Society	
Assistant Manager .....	2	Editor .....	2
Varsity squad .....	3	Associate Editor .....	1
Junior varsity squad .....	1	Business Manager .....	1
Cheerleaders		Monogram Club	
Head cheerleader .....	1	President .....	2
Member .....	1	Quaker	
Choir		Editor-in-chief .....	4
President* .....	2	Managing Editor .....	3
Business Manager* .....	2	Photograph Manager .....	3
Librarian .....	1	Business Manager .....	2
Member, if not registered for credit .....	3	Advertising Manager .....	2
*If registered for credit, 3 points		Minor staff member .....	1
Classes		Representatives to Student Assembly	
President of any class .....	2	Member .....	1
College Marshal		Social Committee	
Member .....	1	Chairman .....	3
Committee on Convocations		Member except chairman .....	2
Member .....	1	Student Affairs Board	
Dramatics		President .....	3
Major Actor .....	2	Secretary .....	2
Minor Actor .....	1	Member except President or Secretary .....	1
President of Dramatic Council .....	2	Student Christian Association	
Stage Manager .....	2	President .....	3
Member of Dramatic Council .....	1	Cabinet member except President .....	2
Fine Arts Club		Student Council—Men's	
President .....	2	President .....	4
Member .....	1	Vice-President .....	2
		Member except President .....	1
		Student Council—Women's	
		President .....	4
		House President .....	3
		Secretary .....	2
		Member except President, House President, or Secretary .....	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

Quality Average of Student	Points Allowed
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of "C," yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Business Office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade Inc. Such a student will be readmitted to student activities when the instructor who gave the grade Inc. reports that the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

# ACADEMIC REGULATIONS

## GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *X*, *Inc.* and *F*.

*A* represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. *X* represents grade not determined. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

## ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend class regularly. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C* are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students carrying 12 hours or more are required to attend chapel three times a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

### LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counseling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

Once registered, a person is considered a duly enrolled student until he or she files with the registrar or the deans a written notice of intention to withdraw from college. A student who withdraws without giving proper written notice will not be entitled to an official dismissal, or a refund from the Treasurer's Office.

### EXTRA HOURS

Only students who have passed all their academic work and made an average of *B* during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

### HONORS

*Honors* shall be awarded to the graduate who during his college course has attained the quality average

of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

### HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester. A student carrying less than 12 hours is not included.

Those on the honor roll are not required to attend classes, nor are they held responsible for daily preparations, but are required to take announced quizzes and quarterly and semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

### EXCLUSION FOR FAILURE

In order to be eligible to return to college the second year a Freshman must have passed 18 hours of work during the year with an average grade of C.

In order for a Sophomore to return for the third year of college, he must have passed 27 hours with an average of C for the entire year.

In order for a Junior to return for the fourth year of college he must have passed 30 hours with an average grade of C.

### REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark A he will receive 3 quality points; B, 2



points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counseling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

Besides the major of at least twenty-four hours a student is required to complete up to thirty hours in related fields. These related fields will be arranged at the discretion of the major professor, and may be met in two ways. (1) He may take eighteen hours in one subject and twelve hours in any subject which the major professor considers related. (2) He may take twelve hours in one subject and twelve hours in another subject, and six hours in any subjects which the major professor considers related. In each case the total is thirty hours, and the major plus the related field totals fifty-four hours. In addition the student must pass a comprehensive examination in English, given upon the completion of English 12; and a similar examination in a foreign language, given upon the completion of the intermediate course. As his course of study progresses he will be required to give a sophomore speech and a junior speech in his major field of study.

## SENIOR THESIS

1. Each senior is required to prepare a thesis or its equivalent.

2. A June graduate must file the subject, outline and bibliography of the thesis with his major adviser not later than December 1.

Students are urged to confer early with the major professor about a thesis subject, and to make arrangements about carrying on the work for the thesis. The major professor may want to establish earlier completion dates than those listed in order to avoid having a large number of theses to read at the last minute.

3. The first draft must be submitted to the member of the faculty directing the study by March 1, and the final draft, approved and signed, must be filed with the registrar by May 15. Students graduating at the end of the first semester must submit the first draft of the thesis to the faculty adviser by December 1, and the final draft, approved and signed, must be filed with the registrar by January 10.

Students graduating at the end of the summer session are required to complete the thesis by June 1st, unless they obtain an extension of time from the head of the department. The thesis may not be filed later than July 17.

4. A music major substituting a graduating recital for thesis is required to submit a copy of the recital program signed by the head of the department. Such programs are to be filed with the registrar by May 15th.

5. *A degree will not be awarded to a student on the date which he has made application if his thesis is not in the registrar's office on the date due. If he has not been able to complete his thesis on account of what he believes to be circumstances beyond his control, he*

*may appear personally before the faculty not later than two days after the date due and state his case. If the majority of the faculty are convinced that his case is valid, he may be granted an extension of time.*

6. *Senior theses are to be typed on white rag content bond paper 8½ by 11 inches, sixteen pounds or heavier.* The paperback book by Kate L. Turabian, "Manual for Writers of Term Papers, Theses, and Dissertations," published by the University of Chicago Press, contains information on the form approved by the faculty, and the thesis is to be typed according to these directions. It is bound and deposited in the library.

7. Extended work done in connection with a course of major interest may be substituted for the usual senior thesis. A student must have completed at least 18 hours' work in the field in which he writes the thesis.

8. On recommendation of the head of the department, a student may receive one or two hours credit on the thesis, the number of hours depending on the scope and merit of the thesis.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Application should be made in January for the degree to be conferred at the end of the spring semester, and in May for the degree to be conferred at the

end of the summer term. In making application for admission to candidacy for the degree a student must report the satisfactory completion of the Sophomore Speech, the Junior Speech, the comprehensive examination in English, and the comprehensive examination in a foreign language prior to the date of the application. A student must also have completed all core curriculum courses below the Junior level and the quality average of the student's academic work as of the date of application must be at least 1.00.

Graduates with majors in mathematics, biology, chemistry and physics are awarded the bachelor of science degree, unless they specifically request a bachelor of arts degree. All other majors are awarded the bachelor of arts degree.

Applicants for the degree in June must settle their accounts with the Business Office on or before May 1st of the year in which they expect to graduate. Applicants for the degree in August must have their accounts settled by July 17th.

## COMPREHENSIVE EXAMINATIONS

Applicants for a bachelor's degree must pass a comprehensive examination in a foreign language and in English.

## SPECIAL SPEECHES

An applicant for a bachelor's degree must give a sophomore speech and a junior speech in his respective major field, but may be made in the student's minor field with permission of his advisor. These speeches may be used as a progressive approach to the senior thesis.

## THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal arts college, contains over 50,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and over 125 books on art make up a part of the collection. In addition a collection of 986 records and a loan collection of 80 framed pictures greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are eager to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Carolina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Collection Room and the adjoining vault. It is hoped that these records, probably the largest collection of



Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

## SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they may be awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

## SUMMER SESSION

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for a bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

## ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

## GREENSBORO DIVISION OF GUILFORD COLLEGE

Guilford College, conscious of its responsibility to the community, operates a division of the college in the city of Greensboro expressly for the purpose of

offering to adults courses not available elsewhere at convenient times.

The college credit courses of the Greensboro Division are taken from the regular curriculum of Guilford College and are taught by members of the college faculty; the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such facilities as the campus library are available for use of Greensboro Division students on the same basis as for students enrolled in day classes.

The instructional program also includes courses in standard high school work, courses in business education and in industrial management, and adult education courses of a technical nature designed to increase the skill and earning power of employees of Greensboro firms.

In addition, the Greensboro Division offers a special program of non-credit courses designed to broaden the horizons and increase the enjoyment of living of the responsible citizens of the community. This program includes lectures by outstanding educators and a variety of discussion groups, covering the humanities, political science, history, and sociology. This rapidly growing development is of particular interest to men and women who have completed some formal education yet who desire to continue learning so that their appreciation of the changing world in which they live can be increased.

Students registered in the Greensboro Division may participate in certain extra-curricular activities of the college.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*  
Greensboro Division of Guilford College  
501 West Washington Street  
Greensboro, North Carolina

## ADMISSION TO GUILFORD COLLEGE

It has been agreed that Guilford College should remain a small college of 850 degree students. Those who can live in their homes, commuting to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

Applications for admission to Guilford College are now, and have always been, acted upon individually, by the faculty committee on admissions, to determine (1) that the prospective student is adequately prepared to meet the academic requirements of the college, (2) that the college can contribute to the growth and development of the student toward a useful and productive life, (3) that the applicant is of such character that his presence in the college community will enrich the educational program and contribute creatively to the life of the college.

The faculty and student governments have requested that students confine their use of tobacco to certain areas listed in the handbook. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.



## ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

### HOW TO APPLY

1. Fill in an application form and forward it to: Director of Admissions, Guilford College, Guilford College, N. C.
2. Enclose \$10.00 application fee. (This will be applied on your first payment if you are accepted, but will not be refunded if you are not accepted or if you elect not to attend Guilford College.)
3. Ask the principal of your high school to forward a copy of your transcript to: Director of Admissions, Guilford College, Guilford College, N. C.
4. After you are accepted, an additional \$40.00 deposit is required. (This is refundable, up to June 1st, if you elect not to attend Guilford College.)
5. Forward a report of physical examination by your doctor two months before entrance. A certificate showing that you have received polio vaccine must be included.

Before being admitted to Guilford, an applicant must take the Scholastic Aptitude Test of the College Entrance Board furnished by Educational Testing Services, Box 592, Princeton, New Jersey.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:



English .....	3-4 units
Mathematics .....	2-4 units
Foreign Language .....	2-6 units
Social Studies .....	1-4 units
Natural Science .....	1-4 units

All currently enrolled students must reapply for admission on or before April 15th and at the same time pay a \$50.00 deposit. This amount is refundable upon request by June 1st.

### TRANSFER OF CREDIT FOR WORK TAKEN AT OTHER INSTITUTIONS

No grade under "C" level will be accepted toward graduation requirements at Guilford College.

Grades transferred from another institution are not considered in computing the quality average at Guilford College. A student's quality average is determined only on work taken at Guilford College.

Any correspondence or extension work accepted must be specifically approved by the Dean of the College.

Credits for a student transferring from a non-accredited institution are accepted on a provisional basis until validated by the satisfactory completion of a continuation course in each subject area.

A maximum of 64 semester hours (including physical education) will be accepted from a Junior College. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

### CLASSIFICATION OF STUDENTS

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs, according to the official standards.

**Freshmen:** Certification of graduation from an accredited high school with credit for 15 acceptable units.

**Sophomore:** The satisfactory completion of 28 semester hours toward a degree.

**Junior:** The satisfactory completion of 62 semester hours toward a degree.

**Senior:** The satisfactory completion of 96 semester hours toward a degree with a minimum quality average of 1.00.

**Special student:** a person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, the student must first satisfy the full entrance requirements. A resident student although classified as a special student is required to pay the college and student activity fees.

**Graduate student:** A student who has a bachelor's degree and has been admitted to the graduate program.

**Auditor:** A student who attends class and listens to lectures may participate in class discussions but does not receive credit; must have the approval of the instructor concerned and pay auditor's fee to the business office.

Every student in the above classifications will be a full-time or part-time student.

**Full-time student:** A student who carries at least 13 semester hours.

**Part-time student:** A student who carries fewer than 13 semester hours.

Part-time students must have the consent of the President of the college to reside in the dormitory.

## REGULATIONS GOVERNING THE CHOICE OF GUILFORD CANDIDATES FOR "WHO'S WHO AMONG AMERICAN COLLEGE STUDENTS"

1. A list of all candidates for degrees in the current year will be prepared and presented to the faculty and to the students. Each body votes separately for not more than five students on the basis of the qualifications laid down by *Who's Who Among College Students*.

2. When voting is completed, the faculty will allot ten points to the student receiving the greatest number of votes, nine to the next number, and so on down the list. Students will make their list by the same method.

3. The number of points allotted to any student who receives a majority in either faculty or student election will be doubled.

4. The joint faculty and student Convocations Committee will compare the two lists and complete the election, determining the number of students to be chosen.

## HONORS WORK

### *I. Honor Courses done by syllabus*

1. Certain courses for which detailed syllabi have been prepared are open to advanced and capable students who wish to study independently. Except by special permission, obtained from the head of the department and the Committee on Counseling, a student whose average is less than 2.00 may not enroll for this type of honors work.

2. The comprehensive examination will be given in two parts, the written part being given by the professor in charge and the oral part being conducted by two or more members of the faculty, whose objectives are to discover the student's insight, his comprehension, and his ability to integrate the subject matter of

the course. The oral examination will be open to all persons interested in attending.

3. The student will receive credit hours on this course.

## *II. Honors Courses completed through research or independent investigation*

1. At the beginning of the senior year or earlier, a student who has a quality average of 2.50 or more in his major may undertake a project requiring individual investigation.

2. This work may be incorporated in the senior thesis.

3. When the project is completed and approved, the student may be awarded as much as six hours of credit depending upon the extent and value of his research project.

## *III. Departmental Honors (Reading for Honors)*

1. A student who has a quality average of 2.50 or more in his major may enter upon independent study in his major field, at the beginning of his senior year or earlier.

2. At the completion of his study, the extent of his knowledge will be tested by an oral examination conducted by a faculty committee. It is recommended that a faculty member from another college be included in the committee.

3. The student completing this study satisfactorily will be awarded honors in his major field and will receive credit hours for his work, the number depending upon the scope of the work.

## **MARSHALS**

At the regular March meeting, the faculty elects eight members of the Sophomore class to serve as marshals for commencement and for public college functions of the following year. In voting, scholarship

of students is to be considered. The student receiving the highest number of votes is designated as chief marshal.

### FEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$3,000,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

### TUITION AND FEES

1962-1963, 1963-1964

*For tuition, board, room rent, registration, library, medical, physical education, and lecture fees for the academic year the charge is:*

	Day Students	Founders Hall Archdale, Cox	Mary Hobbs Hall	All Other Dormitories
Tuition and Special Fee . . . . .	\$700.00	\$ 700.00	\$ 700.00	\$ 700.00
Student Activities Fee . . . . .	26.00	26.00	26.00	26.00
Room and Board . . . . .	—	535.00	445.00	560.00
Total . . . . .	\$726.00	\$1261.00	\$1171.00	\$1286.00
Insurance . . . . .	18.00	18.00	18.00	18.00
Laundry . . . . .	—	20.00	20.00	20.00
Key Deposit . . . . .	—	1.00	—	1.00

Sheets, pillow cases and towels are available through the Business Office on rental from General Linen Service. Soiled



linens are exchanged each week for fresh by an agent of General Linen Service.

(Waiver basis for insurance and laundry—see below)

*The Student Activities Fee* is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir.

*Medical Service.* The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. Each student is required to keep his own room clean and in order.

All students entering Guilford for the first time will be required to submit a health certificate from their physician. Forms may be secured from the office of the Director of Admissions, Guilford College, N. C.

All students, when ill, will be removed to the infirmary in Founders Hall upon the direction of the nurse. The charge is \$3.00 per day after the first five days.

*Students' Medical and Accident Expenses Reimbursement Insurance.* A plan of Students' Medical and Accident Expenses Reimbursement Insurance is offered on a waiver basis. The policy provides up to \$1,000.00 medical expenses for each accident. Dental treatment made necessary by injuries to sound, natural teeth is limited to \$250.00. (Maximum limit for all benefits \$1,000.00.) It pays for expenses incurred in connection with hospital confinement up to \$1,000.00. (Hospital room and board limited to the cost of a semi-private room.) It pays for expenses incurred in connection with out-patient care (for sickness) commencing with the 26th dollar. Complete details are available through the Business Office.

## SPECIAL FEES

For less than full work (12 semester hours)

per credit hour .....	\$ 20.00
Audit Fee (per credit hour) .....	10.00
Registration fee each term .....	10.00

Graduation and Academic Costume Fee .....	12.50
Late Registration Fee .....	\$2.00 to 10.00
Typewriting Rental Fee (per semester) .....	6.00
Extra Credit Hours (more than 18) per hour .....	20.00

All courses taken in the Greensboro Division for the convenience of regular campus students will be charged as extra hours.

#### Materials Charge for Laboratory Course:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Analytical, Organic and Physical Chemistry (per semester) .....	10.00
General Chemistry (per semester) .....	4.00
Natural Science (per semester) .....	3.00
Biology (per semester) .....	5.00
Fee for practice teaching .....	35.00

#### Fees in Music

(All fees for one year—two semesters)

Class lessons in voice .....	\$ 40.00
Class lessons in instruments .....	40.00
Private lessons in voice or instruments:	
Two lessons per week .....	140.00
One lesson per week .....	85.00
Use of piano for practice:	
Six hours per week .....	15.00
Twelve hours per week .....	23.00
Use of organ for practice:	
Six hours per week .....	20.00
Twelve hours per week .....	35.00
Use of orchestral instruments or practice rooms .....	14.00

#### PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester .....	50%
Upon registration for second semester .....	50%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Since some parents may prefer to pay tuition and other school fees in monthly installments during the academic year we are glad to offer this convenience under a Monthly Installment Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

Necessary books and supplies are sold at the College Bookstore.

During vacation periods no meals will be served at the college and all rooms must be vacated.

### Regulations Governing Payments

*Refunds and Reductions.* Upon withdrawal of a student from Guilford College, refunds of tuition paid are calculated from two weeks following written notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

*Registration.* Registration for the first semester must be completed before the Business Office closes at 5:00 o'clock on Wednesday following registration day, and for the second semester, before the Business Office closes at 5:00 on Tuesday following registration day. Before a student's registration is completed, his matriculation card must be signed in the Business Office.

*Late Registration.* For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached.

### ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students' rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

**All rooms must be vacated during vacation periods.**

### MEALS

All resident students have meals in one of the College Dining Rooms.

## MARY HOBBS HALL

Mary Hobbs is a cooperative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

## STUDENT FINANCIAL AID

The Financial Aid Committee of the faculty administers limited scholarships, grants-in-aid, work opportunities, and loans, awarded largely on the basis of need. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extra-curricular activities.

There are several funds that have been set apart to be used for loans to students. The committee can also put students in touch with agencies outside the college which make long term, low interest loans to students.

In making scholarship grants, preference is given to returning students who have "B" or better averages and who use their time wisely in scholastic and extra-curricular pursuits. Entering students with excellent high school records will be considered. No grant will be made to a student with less than a "C" average.

No grant will be made to a resident student who owns or maintains a car, except where necessity is justified to the committee.

All grants are on a one-semester basis, with the possibility of renewal for an additional semester. Unacceptable scholastic work, gross misbehavior, or undue extravagance will result in refusal by the committee to renew grants for an additional semester.

Before applying for other assistance, women students are urged to consider savings made possible by living in Mary Hobbs Hall. Some students at Guilford College meet part of their expenses by clerical or maintenance or other work.

Application for financial aid should be made through Charles C. Hendricks, Director of Admissions, Guilford College, North Carolina.

The scholarships ordinarily open to students of Guilford College are listed below. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

**Alumni Association Achievement Award:** Awarded by the Association to an undergraduate .....\$ 50.00

**Alumni Association Undergraduate Athletic Award:**  
Awarded by the Association to the outstanding underclass athlete each year .....\$ 50.00

**Edwin P. Brown Scholarship.**

**Conway Scholarship.**

**Elwood Cox Scholarship:** Open to ministerial student or missionary candidate .....\$ 50.00

**The Charles A. Dana Scholarships:** Tuition and fees.

**Mary E. M. Davis Scholarship:** Open to girls graduating from Guilford High School .....\$100.00

**Eula Dixon Scholarship:** Open to graduates of Sylvan (N. C.) High School .....\$ 50.00

**Nereus C. and May Martin English Scholarships.**

**N. F. and Laura Farlow Scholarship.**

**A. Brown Finch Scholarship:** Open to young men of promising leadership, scholarship, and athletic ability .....\$100.00

**Franklin G. Frazier Scholarship:** Open to Young Friends.

**John Gurney Frazier Scholarship.**

**Melvina A. Frazier Scholarship:** Open to Young Women Friends.

**Greensboro Advisory Board Scholarship:** Open to residents of Greensboro, N. C.  
Preference given to entering students .....\$100.00

**John B. Griffin Scholarship for Women.**

**J. R. and Retta E. Hardin Scholarships:** Open to Young Friends.

**Marvin Hardin Scholarship:** Established by the class of 1904. Open to sophomores but used in the senior year .....\$ 90.00

**Haverford College** offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March first .....\$600.00

**Emily S. Howard Scholarships:** Four scholarships of \$250.00 each awarded annually to worthy and able students.



*Roxie Armfield King Scholarship:* Open to young women residents of Guilford County and North Carolina.

*Nereus and Oriana Mendenhall Mathematics Scholarship:* Open to majors in mathematics .....\$100.00

*Clyde and Ernestine Milner Scholarship.*

*James Arnold Mitchell Memorial Scholarship.*

*William F. Overman Scholarship:* Open to juniors but used in the senior year .....\$ 50.00

*Philadelphia Scholarship:* Open to Young Friends.

*Quarterly Meeting Scholarships:* Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund. Each .....\$100.00

*Amos and Martha Ragan Family Memorial Scholarships.*

*David Troll Rees Music Scholarship:* Open to majors in music .....\$100.00

*Mary Lynn Richardson Scholarship:* Open to students from certain other countries who expect to return to such countries after completing study here.

*Riverside Manufacturing Company Scholarship.*

*William Lee and Ruth C. Rudd Scholarships:* Open to men students from Alamance and Caswell counties in North Carolina. Each .....\$100.00

*Lucy Stella Schieffelin Scholarships:* Three or four annual awards to students of exceptional promise.

*B. Clyde Shore Journalism Scholarship:* Open to students especially interested in some form of creative writing .....\$100.00

*Elisha Thomas and Louisa Bradshaw Snipes Scholarship.*

*Amos Stuart Scholarship:* Open to young men of outstanding ability.

*Tripp Scholarship:* Open to Young Friends in North Carolina Yearly Meeting.

*J. M. Ward Scholarships:* Open to Young Friends of Tennessee, Ohio, and North Carolina who show promise of leadership in the Society of Friends.

*The Western Electric Scholarship.*

*Henryanna Hackney White Scholarship.*

*Clara D. Willitts Scholarship.*

# BOARD OF TRUSTEES

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Robert H. Frazier, Greensboro	1962
Horace S. Haworth, High Point	1962
Hugh W. Moore, Philadelphia, Pa.	1962
Luby R. Casey, Goldsboro	1963
Nereus C. English, Thomasville	1963
B. Clyde Shore, Winston-Salem	1963
Ruth Newlin Coble, Guilford College	1964
L. Elton Warrick, Goldsboro	1964
William A. Wolff, Winston-Salem	1964
Joseph D. Cox, High Point	1965
F. Duval Craven, Greensboro	1965
David J. White, Greensboro	1965
Edwin P. Brown, Murfreesboro	1966
Eunice A. Parker, High Point	1966

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Forty-Sixth Annual  
Summer Session  
at  
Guilford College  
June 10 to August 12, 1963

GUILFORD COLLEGE BULLETIN

VOL. LVI

FEBRUARY, 1963

No. 2



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# GUILFORD COLLEGE

## THE SUMMER SCHOOL PROGRAM

### PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

### CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education. Guilford is a member of the American Association of University Women.

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Tuition charges are \$20.00 per credit hour plus \$10.00 registration fee. Board and room are provided for \$16.50 per week. Women live in Founders Hall, men in English Hall. All fees are payable at registration.

Each class must have a minimum enrollment of eight students.

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## SCHEDULE OF COURSES

### BIOLOGY

BIOLOGY 13-14—General Biology. *Eight credit hours*, first and second periods, 8:00-9:50 a. m.. Room 119 King.  
BIOLOGY 43—Genetics. *Four credit hours*, fourth period, 11:00-11:50 a. m., Room 119 King.

### ECONOMICS

ECONOMICS 21—General Economics. *Three credit hours*, third period, 10:00-10:50 a. m. Room 224 King.  
ECONOMICS 24—Elements of Marketing. *Three credit hours*, fifth period, 12:00-12:50 p. m. Room 223 King.  
ECONOMICS 31—Money and Banking. *Three credit hours*, fourth period, 11:00-11:50 a. m. Room 224 King.  
ECONOMICS 36—Business Finance. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room 213 King.  
ECONOMICS 40—Public Control of Business. *Three credit hours*, third period, 10:00-10:50 a.m. Room 223 King.

## EDUCATION

EDUCATION 21—The American Public School. *Three credit hours*, third period, 10:00-10:50 a.m. Room 221 King.

EDUCATION 25—Music for the Elementary School Teacher. *Three credit hours*, fifth period, 12:00-12:50 p.m. Room Dana.

EDUCATION 35—Measurement and Evaluation in Education. *Three credit hours*, fifth period, 12:00-12:50 p.m. Room 221 King.

## ENGLISH

ENGLISH 11—English Composition. *Three credit hours*, third period, 10:00-10:50 a.m. Room 111 King.

ENGLISH 12—English Composition. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room 111 King.

ENGLISH 21—Survey of Western World Literature. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room 221 King.

ENGLISH 24—American Literature. *Three credit hours*, third period, 10:00-10:50 a.m. Room 112 King.

ENGLISH 36—Shakespeare. *Three credit hours*, fifth period, 12:00-12:50 a.m. Room 213 King.

## FRENCH

FRENCH 13-14—Intermediate French. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room 112 King.

## HISTORY

HISTORY 37-38—History of World Civilization. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room 223 King.

## MATHEMATICS

MATHEMATICS 13-14—Freshman Mathematics. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room 211. King.

## MUSIC

MUSIC 11—Music Appreciation. *Two credit hours*, third period, 10:00-10:50 a.m. Room Dana 104.

MUSIC 12—Music Appreciation. *Two credit hours*, fourth period, 11:00-11:50 a.m. Room Dana 104.

## NATURAL SCIENCE

NATURAL SCIENCE 12—Man and the Biological World. *Three credit hours*, fifth period, 12:00-12:50 a.m. Room 212 King.



## PHILOSOPHY

PHILOSOPHY 11—Ethics: The Theory of Morals. *Three credit hours*, third period, 10:00-10:50 a.m. Room 119 King.

PHILOSOPHY 41-42—Survey of Religious and Philosophical Thought in Western Civilization. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room 212 King.

## PHYSICAL EDUCATION

PHYSICAL EDUCATION 47-48—Anatomy (Human) and Physiology. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Gym.

## PSYCHOLOGY

PSYCHOLOGY 21—General Psychology. *Four credit hours*, third period, 10:00-10:50 a.m. Room 128 King.

PSYCHOLOGY 22—Child Psychology. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room 128 King.

PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, fifth period, 12:00-12:50 p.m. Room 128 King.

## RELIGION

RELIGION 35—Survey Old Testament Literature. *Three credit hours*, third period, 10:00-10:50 a.m. Room 212 King.

RELIGION 36—Survey New Testament Literature. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room 212 King.

## SPANISH

SPANISH 11-12—Elementary Course. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room 213 King.

SPANISH 13-14—Intermediate Course. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room 224 King.



SPACIOUS DANA AUDITORIUM SEATS 1,000

## GUILFORD COLLEGE

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DR. GRADY E. LOVE, *Director*  
Greensboro Division of Guilford College  
501 West Washington Street, Greensboro, N. C.  
Telephone BR 5-5395



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For further information, write:

MR. SHELDON MORGANSTERN

P. O. Box 3111, Greensboro, North Carolina

*For further information write to:*

DR. CLYDE A. MILNER

President of the College

GUILFORD COLLEGE, NORTH CAROLINA



Guilford College Bulletin

*Published Monthly by*

GUILFORD COLLEGE

Second Class Postage Paid at Greensboro, N. C.

VOL. LVI

FEBRUARY, 1963

No. 2





Forty-Seventh Annual  
Summer Session

at

Guilford College

June 8 to August 9, 1964

GUILFORD COLLEGE BULLETIN

Published Monthly by Guilford College

Second class postage paid at Greensboro, N. C.

VOL. LVII

JANUARY, 1964

No. 1

# GUILFORD COLLEGE

## THE SUMMER SCHOOL PROGRAM

### PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

### CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education. Guilford is a member of the American Association of University Women.

## SUMMER SCHOOL CALENDAR

1964

Registration, Monday, June 8, 1964

Classes begin, Tuesday, June 9, 1964

Last day to add courses or change course sections,  
Thursday, June 11, 1964

Holiday, July 4, 1964

End of 1st half, July 7, 1964

Meeting of the Board of Trustees, Friday, July 17, 1964

Final Examinations, Wednesday, August 5, and Thursday, August 6, 1964

Graduation Exercises, Sunday, August 9, 1964, 2:30 p.m.

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### EXAM SCHEDULE

#### WEDNESDAY, AUGUST 5

8:00 a.m.—First and second period classes

1:30 p.m.—Third period classes

#### THURSDAY, AUGUST 6

8:00 a.m.—Fourth period classes

1:30 p.m.—Fifth period classes

All examinations to be given in regularly assigned classrooms.

All grades to be in the Registrar's Office by 9:00 a.m. Friday, August 7, 1964.

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### EXPENSES

Tuition charges are \$20.00 per credit hour plus \$10.00 registration fee. Board and room are provided for \$16.50 per week. There is, in addition, an activity fee of \$1.50 per student. All fees are payable at registration.

Each class must have a minimum enrollment of eight students.

## ADMINISTRATIVE AND OTHER OFFICERS

CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.  
*President*

E. DARYL KENT, A.B., B.D., Ph.D.  
*Dean*

DAVID H. PARSONS, JR., A.B., M.A.  
*Business Manager*

DAVID W. MORRAH, JR., B.S.  
*Director of Promotion*

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*Director of Admissions and Head Resident,  
English Hall*

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*Registrar*

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*Acting Librarian*

GENE S. KEY, A.B.  
*Alumni Secretary*

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*Director of Yearly Meeting Relations*

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*Professor of Biology*

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*Associate Professor of Education*

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*Director of Men's Physical Education*

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*Associate Professor of English*

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*Associate Professor of English*

GERALD W. VANCE, A.B., S.T.B., A.M.

*Associate Professor of Psychology*

THOMAS J. MOORE, A.B., M.A.

*Assistant Professor of Business Administration*



ANN FLEMING DEAGON, A.B., M.A., Ph.D.  
*Assistant Professor of Languages*

DONALD D. DEAGON, A.B., M.A.  
*Assistant Professor of English*

JOSEPH STUART DEVLIN, JR., B.S., M.S.  
*Assistant Professor of Economics*

RICHARD C. WARD, B.S., M.S.  
*Assistant Professor of Biology*

JERRY M. SMYRE, A.B., A.M.  
*Assistant Professor of Music*

JOSEPHINE L. MOORE, A.B., A.M., Ph.D.  
*Assistant Professor of History*

JOHN M. PIPKIN, A.B., A.M.  
*Assistant Professor of Religion*

EARL W. REDDING, A.B., A.M.  
*Assistant Professor of Philosophy*

KHAIRATI L. SINDWANI, A.B., A.M., Ph D  
*Assistant Professor of Sociology*

LIGIA D. HUNT, B.A., M.A.  
*Instructor in Spanish*

MARY B. FEACINS, A.B., M.A.  
*Instructor in German*

HERBERT G. REID, A.B., M.A.  
*Instructor in Political Science*

ROSALIE ORTOLANI PAYNE, B.A.  
*Lecturer in French*

## SCHEDULE OF COURSES

### BIOLOGY

BIOLOGY 113-114—General Biology. *Eight credit hours*, first and second periods, 8:00-9:50 a.m. Room K119. Dr. Bryden.

BIOLOGY 338—Ecology. *Four credit hours*, fourth period, 11:00-11:50 a.m. Room K119. Dr. Bryden.

### ECONOMICS

ECONOMICS 221—General Economics. *Three credit hours*, Mr. Moore.

ECONOMICS 324—Elements of Marketing. *Three credit hours*, third period, 10:00-10:50 a.m. Room K224. Mr. Devlin.

ECONOMICS 331—Money and Banking. *Three credit hours*, fifth period, 12:00-12:50. Room K223. Mr. Lockard.

ECONOMICS 335—Management. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K224. Mr. Devlin.

ECONOMICS 441—Labor Economics. *Three credit hours*, third period, 10:00-10:50 a.m. Room K223. Mr. Lockard.

### EDUCATION

EDUCATION 221—The American Public School. *Three credit hours*, third period, 10:00-10:50 a.m. Room K221. Mr. Bailey.

EDUCATION 325—Music for Elementary School Teachers. *Three credit hours*, fifth period, 12:00-12:50. Room D202. Mr. Smyre.

EDUCATION 400—Practice Teaching. To be scheduled. Mr. Bailey.

### ENGLISH

ENGLISH 101—Grammar and Composition. *Three credit hours*, third period, 10:00-10:50 a.m. Room K111. Staff.

ENGLISH 102—Literature and Composition. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K111. Staff.

ENGLISH 201—Western World Literature. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K221. Staff.

ENGLISH 224—American Literature. *Three credit hours*, third period, 10:00-10:50 a.m. Room K112. Staff.

ENGLISH 336—Shakespeare. *Three credit hours*, third period, 10:00-10:50 a.m. Room K213. Staff.

## FRENCH

FRENCH 101-102—Elementary. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K112. Mrs. Payne.

FRENCH 103-104—Intermediate. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K222. Mrs. Deagon.

## GERMAN

GERMAN 103-104—Intermediate. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K202. Mrs. Feagins.

## HISTORY

HISTORY 113-114—Modern European History. *Six hours credit*, first and second periods, 8:00-9:50 a.m. Room K221. Staff.

HISTORY 221-222—American History. *Six hours credit*, first and second periods, 8:00-9:50 a.m. Room K223. Dr. Burrows.

HISTORY 307-308—History of World Civilization. *Six hours credit*, first and second periods, 8:00-9:50 a.m. Room K224. Dr. Josephine Moore.

## MATHEMATICS

MATHEMATICS 101-102—Freshman Mathematics. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K211. Mr. Boyd.

MATHEMATICS 499—Research. *Three credit hours*. Time and place to be scheduled. Mr. Boyd.

## MUSIC

MUSIC 111—Music Appreciation. *Three credit hours*, third period, 10:00-10:50 a.m. Room D104. Mr. Smyre.

MUSIC 112—Music Appreciation. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room D104. Mr. Smyre.

## NATURAL SCIENCE

NATURAL SCIENCE 102—Man and the Biological World. *Three hours credit*, fifth period, 12:00-12:50. Room K212. Mr. Ward.

## PHILOSOPHY

PHILOSOPHY 401-402—Survey of Religious and Philosophical Thought in Western Civilization. *Six hours credit*, first and second periods, 8:00-9:50 a.m. Room K212. Dr. C. Feagins.

## PHYSICAL EDUCATION

PHYSICAL EDUCATION 335—Correctives. *Four hours credit*, fourth period, 11:00-11:50 a.m. Gymnasium. Mr. Maynard.

## POLITICAL SCIENCE

POLITICAL SCIENCE 112—American Government: National. *Three hours credit*, fourth period, 11:00-11:50 a.m. Room K223. Mr. Reid.

POLITICAL SCIENCE 222—Political Dynamics. *Three hours credit*, third period, 10:00-10:50 a.m. Room K213. Mr. Reid.

## PSYCHOLOGY

PSYCHOLOGY 201—General Psychology. *Four hours credit*, third period, 10:00-10:50, also laboratory. Room K212. Mr. Vance.

PSYCHOLOGY 331—Educational Psychology. *Three hours credit*, fifth period, 12:00-12:50. Room K128. Prerequisite, Psychology 201. Mr. Vance.

## RELIGION

RELIGION 305—Survey of Old Testament Literature. *Three hours credit*, third period, 10:00-10:50 a.m. Room K211. Mr. Pipkin.

RELIGION 306—Survey of New Testament Literature. *Three hours credit*, fourth period, 11:00-11:50 a.m. Room K211. Mr. Pipkin.

## SOCIOLOGY

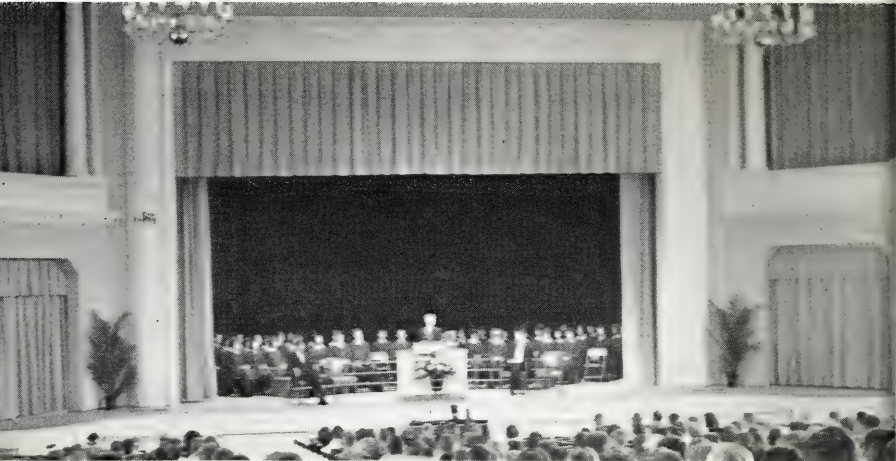
SOCIOLOGY 200—Introduction and Principles of Sociology. *Three hours credit*, fourth period, 11:00-11:50 a.m. Room K213. Dr. Sindwani.

SOCIOLOGY 365—Racial & Ethnic Relations. *Three hours credit*, third period, 10:00-10:50 a.m. Room K202 Dr. Sindwani.

## SPANISH

SPANISH 101-102—Elementary. *Six hours credit*, first and second periods, 8:00-9:50 a.m. Room K213. Mrs. Hunt.

SPANISH 103-104—Intermediate. *Six hours credit*, first and second periods, 8:00-9:50 a.m. Room K111. Mr. Hilty.



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P. O. Box 8508, Greensboro, North Carolina



**GUILFORD COLLEGE  
BULLETIN**

**The  
COLLEGE CATALOGUE  
And Announcements**

**1964 - 1965**

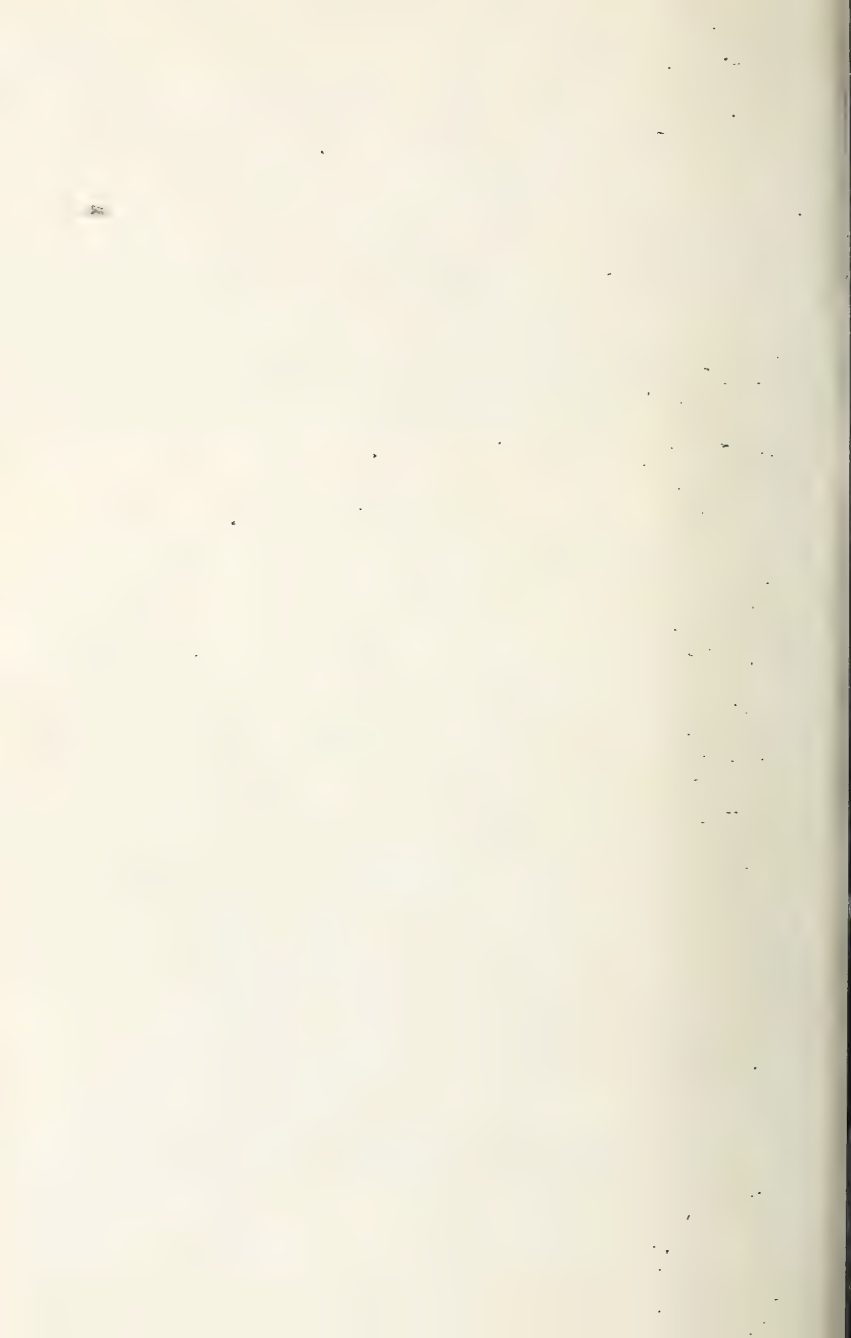
**1965 - 1966**

**Published Monthly By  
GUILFORD COLLEGE  
Greensboro, N. C.**

**Vol. LVII**

**February, 1964**

**No. 2**





FOUNDERS HALL — Women's Dormitory and Dining Hall





KING HALL — Classrooms and Laboratories



**THE GYMNASIUM**



**THE COLLEGE UNION**





**CHARLES A. DANA AUDITORIUM**



**NEW MEN'S DORMITORY**

# GUILFORD COLLEGE BULLETIN

*Catalogue Number*

FEBRUARY 1964

*Announcements*

1964-1965

1965-1966



*Published Monthly by*

GUILFORD COLLEGE  
GREENSBORO, NORTH CAROLINA

Second Class Postage Paid at Greensboro, N. C.

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VOLUME LVII

NUMBER 2

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Guilford College welcomes visitors to its beautiful campus. Except during vacation periods the administrative offices in Memorial Hall are open to visitors from 9:00 a.m. to 4:00 p.m., Monday through Friday, and from 9:00 a.m. to 12:00 noon on Saturdays. For Saturday afternoon and Sunday visits, interviews with administrative officers should be arranged beforehand. Special arrangements should be made during vacation periods.



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## RECOGNITION AND ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

Its work is, therefore, accepted at face value in the certification of teachers and in the admission of students to the universities and professional schools of the nation.

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Guilford College is a member of the American Association of University Women and the North Carolina Foundation of Church-Related Colleges.

# The Charles A. Dana Scholarships

Charles A. Dana takes pleasure in offering the opportunity to students to receive Dana Scholarships at Guilford College.

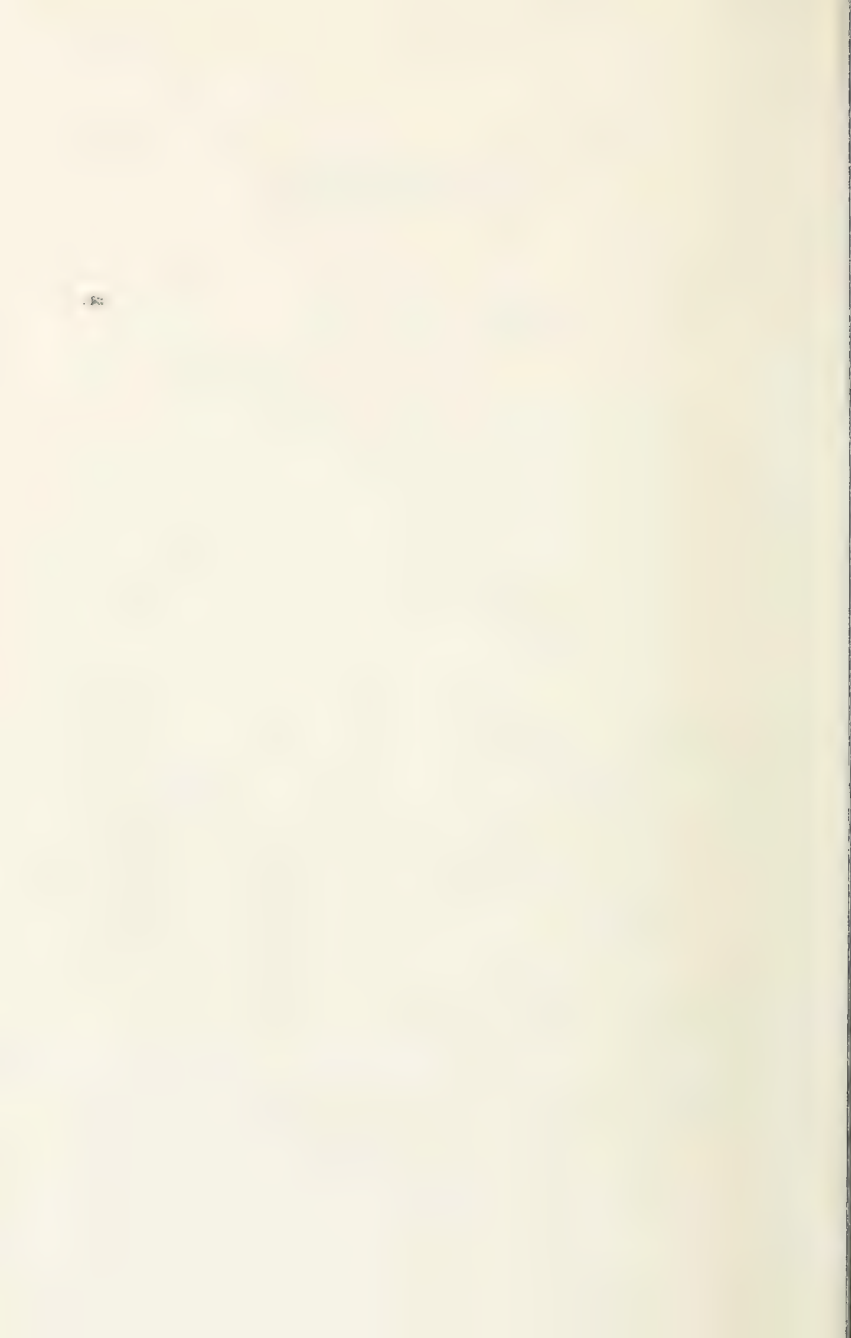
To be eligible for consideration, men and women students must have completed a full academic year or its equivalent as a duly enrolled student at Guilford College, and must have demonstrated marked quality of character and evidence of leadership, and have acquired a minimum academic quality average of 2.00.

Dana Scholars receive grants in varying amounts up to the full tuition for the academic year. The scholars will enroll in and attend regularly a two-hour seminar each week during the academic year, under the leadership of carefully selected professors. The seminar will explore the philosophy of liberal education at Guilford College, the core curriculum, the unity of all knowledge, and the interdisciplinary character of learning.

A Dana Scholar may be reappointed each successive year during his college career, provided academic standards are maintained and there is evidence of increasing maturity, of growth in understanding of the total college program and purpose, and of the development of effective leadership.

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# Guilford College

Guilford College, chartered in 1834 and founded in 1837 as New Garden Boarding School, took its present name in 1889 and is the oldest coeducational college in the South.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under inspiring religious influence. More recently the attempt has been made to interweave the religious teaching with the entire curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of man, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law and pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to 850, including slightly over 700 campus students—a number considered small enough for complete mutual acquaintance—and with a teaching faculty of 62 it is believed that the finest student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

In 1953 Guilford College assumed the responsibility of operating the Greensboro Evening College. This unit became the Greensboro Division of Guilford



College, and its growth has been phenomenal. At present, the Greensboro Division has an enrollment of more than 1,300 men and women who are taking courses at times convenient to their work schedules. Instruction is now available during the day as well as in the evening, and courses are offered in four broad areas: the Business Education Program, the College Program, the Special Vocational Program and the non-credit Program of Continuing Education.

The Greensboro Division occupies two handsome, connected buildings at 501 West Washington Street in Greensboro. The three-story Education Building contains large classrooms, a library, a laboratory, and special rooms for drafting and typing. It was erected in 1958 through the generosity of far-sighted Greensboro individuals and business firms.

The three-story Charles A. Dana Science Hall was occupied in the fall of 1960. This building, made possible by a gift from Mr. Charles A. Dana, Sr. and contributions by Greensboro citizens, houses completely equipped laboratories for physics, chemistry and biology, as well as special facilities for teaching languages, arts and crafts, and allied subjects.

## RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious instruction and worship. Members of the Student Christian Association cooperate with members of the faculty in planning religious meetings and activities. Students and faculty cooperate with the New Garden Meeting of Friends near the campus, although students are free to attend the churches of their choice.

## **SOME FACTS ABOUT GUILFORD COLLEGE**

1. Guilford College has developed a progressive curriculum in which an effort is made to acquaint students with the great basic ideas and philosophies of man. The educational concept of the college, expressed in its core curriculum, has attracted much favorable comment and has been adopted, in whole or in part, by a number of institutions. This approach to learning has passed through a long experimental period, and its value has been demonstrated.

2. A cooperative housekeeping plan, made permanent in Mary Hobbs Hall, has shown for more than forty years the validity of cooperative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

3. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

4. In June, 1963 Guilford College completed 126 years of continuous educational service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

5. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the importance of an athletic program.

6. Above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service to humanity.

## LOCATION

Nestled in the gently rolling Piedmont Plateau and shaded by groves of giant oak and hickory trees, Guilford has a special charm. The college is on the Friendly Road in Greensboro, North Carolina. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides warm, delightful weather in spring and autumn, and little extremely cold weather during the winter months.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of that battle.

## BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

About the campus in a large quadrangle are grouped the principal buildings, all of which are of brick.

*Founders Hall*, the oldest building on the campus, was erected in 1837. It is now a dormitory for girls, and houses also the college dining room, the office of the Dean of Women, reception rooms, the home eco-

nomics laboratory and classrooms, and the infirmary and nurse's quarters.

*Archdale Hall*, erected in 1886, and named in honor of the Quaker Governor, John Archdale, accommodates faculty offices.

*Memorial Hall*, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and a small auditorium.

*Mary Hobbs Hall*, erected in 1907, for girls who wish to reduce expenses by cooperative housekeeping, affords accommodations for fifty girls.

*The Library* was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added. Additional enlargement is now under way.

*King Hall*, including the modern front wing constructed in 1949, contains classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, as well as a large lecture and projection room.

*Cox Hall*, a dormitory for men, contains 52 large rooms.

*The Gymnasium*, erected in 1940, is a modern Georgian Colonial brick building which provides adequately for the social, recreational and athletic activities of the college.

*Kathrine Hine Shore Hall*, erected in 1954, through the gift of B. Clyde Shore to honor his wife and to bear her name, is a modern Georgian Colonial dormitory. It houses fifty young women and a head resident. A spacious parlor, terrace, and basement lounge pro-

vide social and recreational facilities for the residents and women day students.

*John Gurney Frazier Apartments*, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954. Twenty-two apartments were made available through the gift of John Gurney Frazier, Jr. of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

These twenty-two apartments are available for rent to married Guilford students. The cost is \$37.50 per month for the one-bedroom and \$45.00 per month for the two-bedroom homes. An additional charge is made of \$2.50 each for the use of stove and refrigerator if these are furnished by the College. Fourteen additional apartments, completed in 1961, are available to faculty and married students. Cost of these is \$40.00 for the one-bedroom and \$50.00 for the two-bedroom homes. Stove and refrigerator charges are the same. Write David Parsons, Business Manager, for application for these accommodations.

*The College Union*, opened during the summer of 1956, is a modern building designed to provide a focal point for campus religious, social and recreational activities. The central hall of the Union is a spacious lounge with study desks, comfortable furniture, and a television viewing area; it may be cleared for student dances and gatherings. The office wing of the building provides permanent quarters for the student publications, an office for the director of student activities, and a number of meeting rooms which are at the disposal of student groups for meetings.

*English Hall*, a men's dormitory, made possible through the generosity of Nereus C. and Thomas English, was opened at the beginning of the 1957-58 school year. It provides rooms, each with a lavatory,



for fifty-two men, as well as an apartment for a men's counselor. Its design is a modification of the Kathrine Hine Shore Hall, described above, and its style is the Georgian Colonial traditional to Guilford's campus. It is located just east of Archdale Hall.

*The Religious Education-Auditorium-Music Building*, completed and dedicated in 1961, houses the department of religion, the Charles A. Dana Auditorium seating 1,000, and the department of music. This building is entirely air conditioned and has been called one of the handsomest buildings of its kind by many visitors to the college. The spacious stage is completely equipped and the Mitchell Memorial Organ provides music of the finest quality.

*New Men's Dormitory*—Completed in the fall of 1962, the new men's dormitory houses 256 students with accommodations for two counselors, as well as recreation rooms. Each student room is equipped with a lavatory and built-in furniture. The building is designed in semi-Georgian Colonial style compatible with the other buildings on the campus.

*New Women's Dormitory*—A new women's dormitory, completed in the fall of 1962, houses 162 students and a counselor. Furniture is built-in and accommodations of the building include recreation and social areas.

*Armfield Athletic Center*—The Armfield Athletic Center, including a baseball diamond, track and football field, was dedicated in the fall of 1961 in honor of William J. Armfield, Jr. and as a memorial to his sons, Britt M. Armfield and William J. Armfield III. Its setting is such that it greatly enhances the beauty of the Guilford campus.

# Educational Program

## **I. Tool Courses**

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement. Tool courses do not count toward a major, with the exception of second year courses in language.

## **II. Essential Cultural Resources**

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into, and to contribute more significantly to, his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This makes up one-fourth of the college course requirement.

## **III. Major Concentration In a Selected Field of Personal Interest**

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

## **IV. Physical Education and Recreational Program**

The emphasis is upon knowledge of and care of a healthy physical body and the development of normal recreational habits. Objectives include recreational activities for every student and

the establishment of skills in games and sports which develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition is encouraged.

## **V. The Creation and Maintenance of a Social Environment**

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There is a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

## **I. TOOL COURSES**

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

### **NATURAL SCIENCES**

Science majors should consult their advisors before registering for tool courses in natural science and mathematics.

#### **Natural Science 101—The Physical World.**

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

#### **Natural Science 102—The Biological World.**

This course is intended to provide a survey of the plant and animal kingdoms and a study of man's place in the world of living things. Practical aspects of biology such as human physiology, disease and insect control, and conservation.

OR

#### **Natural Science 103—Men and Concepts.**

A course based on the great discoveries and developments in physical science for those who rank high in a placement test on the principles of physical science.

#### **Natural Science 104—Modern Biology.**

A course with emphasis on the great advances in today's field of biology for those students who rank high in a placement test on the principles of biology.

**Mathematics 101-102—Freshman Mathematics.**

Math 101-102 is the tool course in mathematics, but Math 103-104, Math 111-112, or Math 121-122 may be taken in lieu of the tool course in mathematics. Elementary Education majors must take Math 103-104. Entering Freshmen must have special permission from the Department of Mathematics to take Math 121-122.

**ENGLISH****English 101-102—English Composition.**

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

or

**English 103—English Composition.**

This course, designed for students, exceptional according to pre-tests, offers advanced reading, class discussions in a seminar style, and emphasizes advanced expository writing.

**English 104—English Composition.**

Designed to acquaint the accelerated student with forms and techniques of good literature and to study basic literary criticisms. The student has experience in creative and critical writing.

**CLASSICAL LANGUAGES****Greek 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Greek 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Greek 101-102.*

or

**Latin 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Latin 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Latin 101-102, or equivalent.*

**MODERN FOREIGN LANGUAGES****French 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**French 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: French 101-102, or an acceptable entrance examination score.*

or

**German 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**German 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: German 101-102, or equivalent.*

or

**Russian 101-102—Elementary Course.**

Three hours each week. Credit: three semester hours.

**Russian 103-104—Intermediate Course.**

Three hours each week. Credit: three semester hours.

*Prerequisite: Russian 101-102.*

or

**Spanish 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Spanish 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Spanish 101-102, or an acceptable entrance examination score.*

## II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

### SOCIAL SCIENCE

**Sociology 200—The Social Sciences—Introductory.**

Three hours each week. Credit: three hours.

This course considers the development of the scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation — national and international.

*Prerequisite for all other Sociology courses.*



**Psychology 201—General Psychology.**

Three lectures and two hours of laboratory each week. Credit: four hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

*Prerequisite for all other Psychology courses.*

**History 307-308—A History of World Civilization.**

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

**LITERATURE AND ART****English 201—Survey of Western World Literature.**

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

**Philosophy 204—Aesthetics: Appreciation of Art.**

Three hours each week. Credit: three hours second semester.

An analytic and historical study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

**PHILOSOPHY AND RELIGION****Religion 305-306—The Development of Religion in the Bible.**

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

**Philosophy 401-402—A Survey of Religious and Philosophical Thought in Western Civilization.**

Three hours each week. Credit: three hours each semester.

A selective study of Western religious and philosophical thought from the Greek period to the contemporary world, stressing the influence of outstanding leaders of thought in each period on developing civilization.

### **III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST**

Each student is encouraged to get as complete a mastery of

his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated into the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program to fit him best for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians major in biology. Pre-engineering students major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

### MAJORS OFFERED

BIOLOGY  
CHEMISTRY  
ECONOMICS AND BUSINESS  
ELEMENTARY EDUCATION  
ENGLISH  
FRENCH  
HISTORY  
MATHEMATICS  
MUSIC

PHILOSOPHY  
PHYSICAL EDUCATION  
FOR MEN  
(RECREATIONAL LEADERSHIP)  
PHYSICS  
POLITICAL SCIENCE  
PSYCHOLOGY  
RELIGION  
SOCIOLOGY  
SPANISH

**IV. See Physical Education Department (page 63)**

**V. See the Social Environment (page 85)**

Note: All students are required to complete satisfactorily the tool courses and essential cultural resources as outlined under *Educational Program*, beginning on page 14.

## COURSE OF STUDY

FRESHMAN YEAR <i>Hours</i>	SOPHOMORE YEAR <i>Hours</i>	JUNIOR YEAR <i>Hours</i>	SENIOR YEAR <i>Hours</i>
NATURAL SCIENCE ..... 6 Natural Science 101 Natural Science 102	SOCIAL SCIENCE ..... 7 Psychology 201 Sociology 200	SOCIAL SCIENCE ..... 6 History 307 History 308	PHILOSOPHY ..... 6 Philosophy 401 Philosophy 402
ENGLISH ..... 6 English 101 English 102	LITERATURE AND ART ..... 6 English 201 Philosophy 204	BIBLICAL LITERATURE 6 Religion 305 Religion 306	ELECTIVE ..... 6
FOREIGN LANGUAGE ..... 6	FOREIGN LANGUAGE ..... 6	MAJOR OR RELATED SUBJECT ..... 6	MAJOR OR RELATED SUBJECT ..... 6
MATHEMATICS ..... 6 Mathematics 101 Mathematics 102	MAJOR OR RELATED SUBJECT ..... 6	MAJOR OR RELATED SUBJECT ..... 6	MAJOR OR RELATED SUBJECT ..... 6
MAJOR ..... 6	MAJOR ..... 6	MAJOR ..... 6	MAJOR ..... 6
PHYSICAL ED. .... 2	PHYSICAL ED. .... 2	PHYSICAL ED. .... 2	PHYSICAL ED. .... 2

Four Years of Physical Education Required of All Students

# Courses of Instruction\*

## BIOLOGY

PROFESSOR BRYDEN  
ASSISTANT PROFESSOR WARD  
INSTRUCTOR RUNDELL

A major in biology consists of twenty-four hours, including *Biology* 113-114 (or equivalent) and *Biology* 221-222. *Biology* 113-114 is prerequisite to all advanced courses. In the field of related subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

### **Biology 113-114—General Biology.**

Three lectures and three hours of laboratory work each week.

Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principles of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of Natural Science 102.

### **Biology 221—Comparative Vertebrate Anatomy.**

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A brief survey of the main classes of the vertebrates followed by a detailed comparative study of vertebrate anatomy. The types studied in the laboratory include the shark, necturus, turtle, and cat.

### **Biology 222—Vertebrate Embryology.**

Two lectures and six hours of laboratory each week. Credit: four hours second semester.

A review of the processes of germ cell development, fertilization and cleavage followed by a detailed comparative study of the development of the frog, chick, pig and man.

### **Biology 223—General Botany.**

Two lectures and three hours of laboratory work each week.

Credit: three hours first semester.

A study of the physiology and morphology of higher plants. Recommended to majors in biology who expect to teach or to enter graduate study.

### **Biology 224—Field Botany.**

One lecture and six hours of laboratory work each week. Credit: three hours second semester.

A survey of the plant kingdom, emphasizing field study and identification.

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\*The college reserves the right not to give a course when fewer than ten students register for it.

**Biology 331—Physiology of the Human Body.**

Three lectures and three hours of laboratory each week. Credit: four hours first semester.

A study of the physiological processes of the human body.

**Biology 332—Invertebrate Zoology.**

Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A course devoted to the advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology and ecology of the several groups.

**Biology 333—Bacteriology.**

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work is designed to provide training in bacteriological techniques, in addition to analysis of food, milk, and water.

**Biology 336—Human Parasitology.**

Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A comprehensive study of the field of parasitology, treating of subjects such as life cycles, epidemiological factors, inter-relations of parasite and host, and principles of treatment and prevention.

**Biology 337—Plant Physiology.**

Two lectures and three hours of laboratory each week. Credit: three hours first semester.

A study of the physiology of plants with particular emphasis on the higher plants.

**Biology 338—Ecology.**

Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of ecological principles and related terminology. Laboratory and field work will include a study of factors governing the distribution of local plants and animals.

**Biology 443—Genetics.**

Credit: four hours first semester.

A study of the principles of genetics.

**Biology 451-452—Biology Seminar.**

Two hours each week. Credit: one hour each semester.

The seminar will serve such purposes as presenting studies in the history and philosophy of biology, functioning as a laboratory for the study of the literature in the field, and allowing time for the presentation and discussion of papers concerning thesis projects.



**CHEMISTRY**

PROFESSOR LJUNG

A major in chemistry consists of twenty-four hours above Chemistry 111-112. In addition, mathematics through mathematics 211 and at least one year of physics is required.

**Chemistry 111-112—General Chemistry.**

Three lectures and three laboratory hours each week with discussion periods. Credit: four hours each semester.

The fundamental principles of general chemistry and their applications; some descriptive inorganic chemistry.

**Chemistry 220—Nuclear Chemistry and Radioactivity.**

Two lecture hours and three hours laboratory each week. Credit: three semester hours.

Radioactive disintegration series, radioactive isotopes (natural and artificial), and laboratory techniques.

*Prerequisite: Grade of C in Chemistry 111-112.*

**Chemistry 221—Qualitative Analysis.**

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

Qualitative inorganic analysis and elementary physical principles of equilibria, ionization equilibria, solubility product; common-ion effect, complex ions, hydrolysis.

*Prerequisite: Grade of C in Chemistry 111-112.*

**Chemistry 222—Quantitative Analysis.**

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours each semester.

Quantitative inorganic analysis including neutralization, oxidation-reduction, coulometric titrations, conductometric titrations, complexometric titrations (EDTA), and colorimetry.

*Prerequisite: Grade of C in Chemistry 111-112.*

**Chemistry 223-224—Organic Chemistry.**

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

Carbon compounds, uses, sources, preparation, and laboratory techniques.

*Prerequisite: Grade of C in Chemistry 111-112.*

**Chemistry 331-332—Physical Chemistry.**

Two lectures and three laboratory hours a week. Credit: three hours each semester.

Physical chemical principles survey.

*Prerequisite: Grade of C in all Chemistry Courses.*

**Chemistry 441-442—Thesis.**

Credit to be determined.

Laboratory, library and conferences on a special problem.

## ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR VICTORIUS, ASSOCIATE PROFESSOR LOCKARD,  
ASSISTANT PROFESSORS T. MOORE, DEVLIN AND ANDREWS

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that govern our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics* 221-222 (General Economics) is a required course. The course has to be passed with a minimum grade of C. The following courses in special subjects are recommended: *Economics* 223 (Business Law); *Economics* 225 (Accounting); *Economics* 331 (Money and Banking); *Economics* 335 (Business Organization and Management); *Economics* 441 (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit of which at least four three-hour courses should be on the 300-400 level. In addition, three semester hours of *Seminar* are required.

### **Economics 111—Economic Development of the United States.**

Three hours each week. Credit: three hours either semester.

Through its historical approach the course presents an analysis of all phases of the economic growth of the United States. The course is designed to promote understanding of the evolution of the complex economic society that exists today. Included in the study are commerce, finance, agriculture, industry, and economic fluctuations.

### **Economics 112—Introduction to Business.**

Three hours each week. Credit: three hours either semester.

This course is intended to introduce the student to the basic purposes and responsibilities of business. The various forms of business ownership and enterprise are presented. All phases of business are discussed, including retailing, advertising, transportation, personnel, production and finance.

### **Economics 221-222—Economic Principles.**

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government

finance are analyzed and discussed, and some examination is made of programs for economic stabilization.

*Required of all economics majors, and of students selecting economics as related field.*

*Not open to first-year students.*

### **Economics 223—Business Law I.**

Three hours each week. Credit: three hours first semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, and negotiable instruments.

*Not open to first-year students.*

### **Economics 224—Business Law II.**

Three hours each week. Credit: three hours each semester.

Continuation of Business Law I. The course covers the principles of law which govern partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts.

*Prerequisite: Economics 223.*

### **Economics 225—Elements of Accounting I.**

Five hours each week. Credit: three hours either semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

*Not open to first-year students.*

### **Economics 226—Elements of Accounting II.**

Five hours each week. Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

*Prerequisite: Economics 225.*

### **Economics 234—Elements of Statistics.**

Three hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

*Not open to first-year students.*

### **Economics 324—Elements of Marketing.**

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods

and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

*Prerequisite: Economics 221-222.*

### **Economics 331—Money and Banking.**

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

*Prerequisite: Economics 221-222.*

### **Economics 333—Personnel Psychology.**

Three hours each week. Credit: three hours first semester.

For course description see Psychology 333.

*Prerequisite: Economics 221-222 and Psychology 221.*

*Offered 1965-1966.*

### **Economics 335—Business Organization and Management.**

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

*Prerequisite: Economics 221-222.*

### **Economics 336—Business Finance.**

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financial expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

*Prerequisite: Economics 221-222 and 225; preferably Economics 225 and 226.*

### **Economics 430—Business Cycles.**

Three hours each week. Credit: three hours second semester.

The student is introduced to the empirical aspects of business cycles, cycle theory and public policy relative to business cycles.

*Prerequisite: 221-222.*

*Offered upon sufficient demand.*



**Economics 432—International Economic Relations.**

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between nations and states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

*Prerequisite:* 221-222.

**Economics 440—Public Control of Business.**

Three hours each week. Credit: three hours first semester.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities, as well as upon the practices that are directed toward the maintenance of a stable economy.

*Prerequisite:* Economics 221-222.

**Economics 441—Labor Economics.**

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement and the issues involved in the establishment of constructive industrial relations.

*Prerequisite:* Economics 221-222. *The prerequisite may be waived for mature students.*

**Economics 442—Public Finance.**

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Inter-relationships of federal, state and local finances are analyzed and discussed.

*Prerequisite:* Economics 221-222.

**Economics Seminar.**

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution of problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

*Required of majors in economics during their junior and senior years.*



## EDUCATION

PROFESSORS LOVE AND APPENZELLER  
ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education* 221 and 372, *Psychology* 226 and 331. Music Education majors take *Education* 381 and/or *Education* 382; Physical Education majors, *Education* 384; and academic secondaries, *Education* 388; all take *Education* 400.

Those students planning to teach in the elementary school major in Elementary Education. This major consists of *Education* 221, 326, 328, 345, 346, 371, 386, 400 and *Psychology* 222 and 331. All of these courses are required. Eight of them must be passed with a grade of "C" or better. Related courses required for certification are: *Mathematics* 103-104, *History* 221-222, *Political Science* 112 or 221, *Geography* 113-114, *Music* 111-112. Three hours of credit in Applied Music may be counted in lieu of *Music* 111-112.

*Psychology* 222 or 226 is a prerequisite for *Psychology* 331. Before being eligible for *Education* 400 a student must have had the proper course from the following group: *Education* 381, *Education* 382, *Education* 384, *Education* 386, *Education* 388.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

**Education 221—The American Public School.**

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

**Education 326—Music for the Elementary School Teacher.**

Three hours each week. Credit: three hours second semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

**Education 328—Art for the Elementary School Teacher.**

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

**Education 345—Practices and Procedures for Health in Elementary Schools.**

Three hours each week. Credit: three hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher. This course is taught in the Physical Education Department.

**Education 346—Practices and Procedures for Physical Education in Elementary Schools.**

Three hours each week. Credit: three hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher. This course is taught in the Physical Education Department.

**Education 364—Language Arts in the Elementary School.**

Three hours each week. Credit: three hours second semester.

**Education 368—Reading in the Elementary School.**

Three hours each week. Credit: three hours second semester.

This course is concerned with the principles and practices of a balanced reading program. A study of systematic and differentiated procedures based on recent research. The fundamentals of reading are stressed: word recognition skills, rate, comprehension. Emphasis is placed on an understanding of all aspects of the total reading program in the elementary school.

**Education 371—The Elementary School.**

Three hours each week. Credit: three hours first semester.

This course will consider the following matters: Organization and administration of the elementary school; curriculum patterns; counseling and guidance; promotion policies and practices; pupil accounting; extra-curricular activities; articulation with the secondary school; financial support; legal basis for education; accreditation and teacher certification; the teacher's role in relating the school to the community; and other appropriate content.

### **Education 372—The Secondary School.**

Three hours each week. Credit: three hours second semester.

This course will consider the following matters: organization and administration of the secondary school; curriculum patterns; counseling and guidance; promotion policies and practices; pupil accounting; extra-curricular activities; participation with the elementary school and college; financial support; legal basis for education; accreditation and teacher certification; the teacher's role in relating the school to the community; and other appropriate content.

### **Education 381—Elementary School Music Problems.**

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

### **Education 382—High School Music Problems.**

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 381 and includes all phases of high school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

*Prerequisites: Music majors who have covered all major requirements are eligible for Education 382. Other students may enter only by permission of the instructor.*

### **Education 384—Methods in Health and Physical Education.**

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### **Education 386—Methods and Procedures in the Elementary School.**

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### **Education 388—Methods and Procedures in the Secondary School.**

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an under-

standing of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

*Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.*

### **Education 400—Observation and Directed Teaching.**

Five to twelve hours each week. Credit: three to six hours either semester.

Observation and directed teaching in the public schools will be supervised by the cooperating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

*Prerequisite: One course from among the following: Education 381, Education 382, Education 384, Education 386, Education 388.*

### **Psychology 222—Child Psychology.**

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 222*, Department of Psychology.)

*Prerequisite: Psychology 201.*

### **Psychology 226—Adolescent Psychology.**

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 226*, Department of Psychology.)

*Prerequisite: Psychology 201.*

### **Psychology 331—Educational Psychology.**

Three hours each week. Credit: three hours first semester.

(See course outlined under *Psychology 331*, Department of Psychology.)

*Prerequisite: Psychology 222 or 226.*

## **ENGLISH**

ASSOCIATE PROFESSORS MARLETTE, COBB AND ALTMAN  
ASSISTANT PROFESSORS WEIS, D. DEAGON AND GUTSELL

English majors are required to take the following courses:  
In the Freshman or Sophomore year, *English 233-234*; Soph-



omore year, *English 224*; Junior year (Second semester), *English 340*; Junior or Senior year, *English 235* or *236*, *English 335*, and *English 446*. In the Senior year, *English 441-442*, and *English 491-492*.

In addition to the courses listed above, English majors are required to select from the offerings of the English Department (other than Core Curriculum courses) enough courses to make a total of thirty three hours of English credits.

The aims of the English Department are similar for the general student and the student concentrating in English: (1) cultural enrichment through study of great ideas and literary works and (2) practical preparation in the traditional triad: linguistics, composition and literature. The program of "specialization" in English is conceived as equally appropriate for two groups of students: those who will go on to graduate study in English, journalism, philosophy, history, law, divinity, business or some other subject and those whose formal education will cease with the bachelor's degree.

### *English As a Tool*

At the end of their course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. This ability is tested by a comprehensive examination in English, given as a part of the final examination in *English 102* and determining whether or not a student repeats this course.

### **English 101—Grammar and Composition.**

Three hours each week. Credit: three hours first semester.

This course is designed to increase the student's ability in reading, thinking and writing. After a review of grammar the course consists mainly of reading, writing and class discussion of logic, organization and style.

### **English 102—Reading and Composition.**

Three hours each week. Credit: three hours second semester.

This course is approximately equally divided between the writing of at least one research paper and the analysis of literary types: the short story, the novel, drama and poetry.

### **English 103—Freshman English.**

Three hours each week. Credit: three hours first semester.

This course, designed for students, exceptional according to pre-tests, offers advanced reading, class discussions in a seminar style, and advanced expository writing.

### **English 104—Freshman English.**

Three hours each week. Credit: three hours second semester.

This course is designed to acquaint the accelerated student with forms and techniques of good literature and to study basic literary criticism. The student has experience in creative and critical writing.



**English 117—Public Speaking.**

Three hours each week. Credit: three hours each semester.

This course provides intensive practice in the techniques of effective public address, with special attention to the composition of speeches and to the speech problems of individual students. Each student will present at least eight speeches during the semester.

**English 201—Survey of Western World Literature.**

Three hours each week. Credit: three hours each semester.

This course traces narrative, dramatic and lyric forms from Greek and Roman literature through the Medieval, Renaissance, Neo-Classical and Romantic periods to the Realism of the early 20th century. It is designed to acquaint the student with significant work of the best-known authors and to provide a sense of the continuous development of literature.

**English 224—Survey of American Literature.**

Three hours each week. Credit: three hours second semester.

This course attempts, through lectures and discussion, to combine a survey of American literature from the Puritan and Revolutionary periods to 1900 with concentration on such major writers as Emerson, Thoreau, Hawthorne, Melville, Whitman, Poe, Emily Dickinson, Mark Twain and William Dean Howells.

*Required of all Sophomore English majors.*

**English 227—Play Production.**

Three hours each week. Credit: three hours first semester.

This course concentrates on the technical aspects of theatrical production. It includes an historical survey of production techniques from the earliest theatres to the present. Students gain experience through work on college productions. Each student is required to do a minimum of 16 hours of laboratory work during the semester.

**English 228—Play Production.**

Three hours each week. Credit: three hours second semester.

This course concentrates on the artistic aspects of play production, with particular attention to the problems of the actor and the director. Through the study of selected plays, students are acquainted with a variety of styles of theatrical production. Each student is required to complete a term project and 16 hours of laboratory work.

**English 233—Survey of English Literature.**

Three hours each week. Credit: three hours first semester.

This course is a study of representative English literary works from *Beowulf* through the 18th century.

*Required of all English majors in the freshman or sophomore year.*

**English 234—Survey of English Literature.**

Three hours each week. Credit: three hours second semester.

This course is a study of representative English literary works of the 19th and 20th centuries.

*Required of all English majors in the freshman or sophomore year.*

**English 235—Shakespeare.**

Three hours each week. Credit: three hours first semester.

This course includes Shakespeare's plays of the 16th century with particular attention to comedies and histories.

**English 236—Shakespeare.**

Three hours each week. Credit: three hours second semester.

This course includes Shakespeare's plays of the 17th century with emphasis on tragedies and romances.

*English majors are required to take either English 235 or English 236 in their junior or senior year.*

**English 238—Classical Mythology.**

Three hours each week. Credit: three hours second semester.

This course examines the mythology of Greece in its relationship to literature, life and thought in the ancient world. The emphasis may vary according to the interests of the class. The final three weeks are devoted to the reading of term papers by members of the class.

**English 315—Contemporary Literature (since 1900).**

Three hours each week. Credit: three hours first semester.

This course includes literature written in English and some translations from other languages from 1900 to the present.

**English 316—Victorian Literature.**

Three hours each week. Credit: three hours second semester.

Beginning with the passage of the Reform Bill of 1832 and concluding with the death of Queen Victoria, the course includes a study of the lives and writings of Victorian authors with reference to significant trends in economics and social life, religion, science, philosophy and art.

**English 324—Milton and His Age.**

Three hours each week. Credit: three hours first semester.

Although central attention is given to the major works of Milton, this course deals also with contemporary authors and works.

*Required of all English majors in their junior or senior year.*

**English 325—The Romantic Period.**

Three hours each week. Credit: three hours first semester.

This course provides an intensive study of the literature of the Romantic movement with special emphasis on Blake, Wordsworth, Coleridge, Scott, Byron, Shelley and Keats. Consideration is given to the literary, philosophical and social backgrounds of the age.

*Offered 1964-1965 and alternate years.*

**English 326—Restoration and Neo-Classical Literature.**

Three hours each week. Credit: three hours second semester.

This course is a study of English literature from 1660-1800. Emphasis is placed on the principal authors of the Restoration, the Neo-Classical Age and

the Pre-Romantic movement. Consideration is given to the development of journalism, the drama, and the novel.

*Offered 1964-1965 and alternate years.*

### **English 328—Modern Drama.**

Three hours each week. Credit: three hours second semester.

This is a survey of drama of Europe and America from Ibsen to the present. The development of the modern drama will be approached through the study of representative plays.

*Offered 1963-1964 and alternate years.*

### **English 329—Children's Literature.**

Three hours each week. Credit: three hours second semester.

This course is centered about the classics of children's literature. Students read and examine the best literature and compose stories and poems for specified age levels. Required of all elementary education majors.

*Offered 1964-1965 and alternate years.*

### **English 337—Creative Writing.**

Three hours each week. Credit: three hours first semester.

Primarily a "laboratory" experience focused on the students' experiments in writing, this course attempts through lectures, discussions and exercises but, most important, through individual criticism of students' writings, to foster originality, free expression and solid literary merit.

*Open to freshmen and sophomores only by special permission from the instructor.*

*Offered 1965-1966 and alternate years.*

### **English 339—Advanced English Grammar.**

Three hours each week. Credit: three hours first semester.

Emphasis is on the living language and upon historical forms when they throw light on present-day usage. The basic principles of current usage are reviewed as a foundation for analysis of difficult constructions. The course is designed for teachers of English and for those preparing for other professions in which accurate use of English is essential.

*Should be taken in the junior year.*

### **English 340—Junior Seminar.**

Two hours each week. Credit: one hour second semester.

The purposes of Junior Seminar are to introduce the student to the goals and techniques of English studies, to provide an occasion for the Junior speech and to guide the student in the selection of a topic for his Senior Thesis. Reports in the Seminar should broaden each student's awareness of aspects of English literature, language, or rhetoric.

*Required of Junior English majors.*

### **English 441-442—Senior Seminar.**

Two hours each week. Credit: one hour each semester.

The purpose of Senior Seminar is to deepen each student's understanding of some aspect of language or literature and to broaden the outlook of each stu-

dent by giving him the advantage of hearing about the intensive studies of other students.

*Required of Senior English majors.*

### **English 445—Renaissance Literature.**

Three hours each week. Credit: three hours first semester.

This course includes 16th and early 17th century prose and poetry with emphasis on Spenser.

*Offered 1965-1966 and alternate years.*

### **English 446—Chaucer and His Age.**

Three hours each week. Credit: three hours second semester.

In this course students read Chaucer in Middle English and translate into modern English. The course includes a survey of English literature 500-1500 A.D.

*Required of Senior English majors.*

### **English 481—Directed Individual Study.**

Two hours credit either semester.

Permission to be obtained and meetings to be determined in writing in consultation with Instructor prior to registration.

*Prerequisite: B average in English courses. Limit: Total credit toward a major in English may not exceed two hours. May be taken in conjunction with Senior Thesis with permission of Instructor and Thesis Advisor. Open to Juniors and Seniors.*

### **English 491-492—Senior Thesis.**

Meetings with Advisor to be arranged. Credit to be determined by instructor prior to registration. A student must register for *English 491* (first semester) or *English 492* (second semester) each semester in which he is at work on thesis.

## **FOREIGN LANGUAGES**

PROFESSOR HILTY;

ASSISTANT PROFESSORS A. DEAGON, MARTIN AND THOMPSON

INSTRUCTORS HUNT, FEAGINS AND MORELL

LECTURER PAYNE

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 101-102 or *Latin* 101-102 elementary course. History or English is recommended as a related subject. No credit will be given for less than one full year of any elementary language.

## French

*Prerequisite for all courses beyond French 104: French 103-104, or equivalent.*

### **French 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

### **French 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: French 101-102, or an acceptable entrance examination score.*

### **French 221-222—Survey of French Culture.**

Three hours each week. Credit: three hours each semester.

*1964-1965 and alternate years.*

### **French 333-334—French Conversation and Composition, primarily for language majors.**

Three hours each week. Credit: three hours each semester.

*1965-1966 and alternate years.*

**French 221-222 or French 333-334 is a prerequisite for the following advanced courses:**

### **French 441—Sixteenth Century Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1965-1966 and alternate years.*

### **French 442—Seventeenth Century Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1965-1966 and alternate years.*

### **French 445—Eighteenth Century Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1964-1965 and alternate years.*

### **French 446—Nineteenth Century Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1964-1965 and alternate years.*



### German

*Prerequisite for all courses beyond German 104: German 103-104, or equivalent.*

#### **German 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

#### **German 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: German 101-102 or equivalent.*

#### **German 221-222—Survey of German Literature.**

Three hours each week. Credit: three hours each semester.

*Offered 1965-1966 and alternate years.*

#### **German 333-334—German Conversation and Composition (primarily for language majors who wish to offer German as a minor or for prospective teachers of language.)**

Three hours each week. Credit: three hours each semester.

*Offered 1964-1965 and alternate years.*

### Greek

#### **Greek 101-102—Introduction to Greek Language and Literature (Elementary Course).**

Three hours each week. Credit: three hours each semester.

This will be Attic Greek or New Testament Greek with sight reading in the New Testament, according to the demand.

*Offered 1965-1966 and alternate years.*

#### **Greek 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Offered 1964-1965 and alternate years.*

*Prerequisite: Greek 101-102.*

### Latin

#### **Latin 101-102 Elementary Course.**

Three hours each week. Credit: three hours each semester.

*Offered 1965-1966 and alternate years.*

**Latin 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

*Offered 1964-1965 and alternate years.*

*Prerequisite: Latin 101-102 or equivalent.*

**Russian****Russian 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Russian 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

**Spanish**

*Prerequisite for all courses beyond Spanish 104: Spanish 103-104, or equivalent.*

**Spanish 101-102—Elementary Course.**

Three hours each week. Credit: three hours each semester.

**Spanish 103-104—Intermediate Course.**

Three hours each week. Credit: three hours each semester.

*Prerequisite: Spanish 101-102, or an acceptable entrance examination score.*

**Spanish 221—Survey of Spanish Culture.**

Three hours each week. Credit: three hours first semester.

*Offered 1965-1966 and alternate years.*

**Spanish 222—Survey of Latin American Culture.**

Three hours each week. Credit: three hours second semester.

*Offered 1965-1966 and alternate years.*

**Spanish 331—Advanced Conversation.**

Three hours each week. Credit: three hours first semester.

*Offered 1964-1965 and alternate years.*

**Spanish 332—Advanced Composition.**

Three hours each week. Credit: three hours second semester.

*Offered 1964-1965 and alternate years.*

**Spanish 441—Spanish Literature of the Golden Age.**

Three hours each week. Credit: three hours first semester.

*Offered 1965-1966 and alternate years.*

**Spanish 442—Don Quijote.**

Three hours each week. Credit: three hours second semester.

*Offered 1965-1966 and alternate years.*

**Spanish 445—Nineteenth Century Spanish Literature.**

Three hours each week. Credit: three hours first semester.

*Offered 1964-1965 and alternate years.*

**Spanish 446—Contemporary Spanish American Literature.**

Three hours each week. Credit: three hours second semester.

*Offered 1964-1965 and alternate years.*

## GEOGRAPHY

**Geography 113—Elements of Geography.**

Three hours each week. Credit: three hours each semester.

This course deals with the earth, both in its planetary relations and as the home of man.

The study of climates, soils, structure, vegetation, physiography, etc., leads to the division of the world into natural regions, with discussion of the human adjustment to each.

Study of maps (both local and regional) and exercises in mapping are included.

*This course is intended especially for majors in elementary education.*

**Geography 114—Regional Geography.**

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

*This course is intended especially for majors in elementary education.*

## GEOLOGY

### Geology 221-222—General Geology.

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include:

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

## HISTORY

PROFESSOR NEWLIN

ASSOCIATE PROFESSOR BURROWS

ASSISTANT PROFESSORS ABERBACH AND J. MOORE

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history shall consist of a minimum of thirty hours in history. The following courses are required for a history major: *History* 113-114, 221-222, three semesters of seminar and at least nine hours chosen from courses on the 400 level. All history majors must take the required core curriculum history course, *History* 307-308 but this course may not be included in the thirty hour minimum for a major. Students are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field of history in which they may be interested. Courses in economics, political science, literature and sociology are especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department must pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

### History 113-114—Modern Europe.

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1870 is covered during the first semester and the period from 1870 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the

impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

*Required of history majors, and should be taken in freshman year.*

### **History 221-222—The History of the United States.**

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1877.

*Required of history majors, and should be taken in sophomore year.*

### **History 223—England to 1700.**

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

*Offered 1964-1965 and alternate years.*

### **History 224—The British Empire: 1700 to the Present.**

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire — the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

*Prerequisite: History 23.*

*Offered 1964-1965 and alternate years.*

### **History 225-226—Latin America.**

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin America from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

### **History 331-332—U. S. Thought and Culture.**

Three hours each week. Credit: three hours each semester.

The development of American civilization with emphasis on the life of the people and the changing religious, intellectual, literary, economic, scientific and psychological currents.

*Students may enroll for either or both semesters.*



**History 334—North Carolina.**

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

**History 335—The Far East in the Modern World.**

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

*Offered 1964-1965 and alternate years.*

**History 307-308—A History of World Civilization.**

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

*Required of all students—see cultural resources program.*

*To be taken in junior year.*

**History 441-442—The Foreign Policy of the United States.**

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have been most important in the history of the country will be subjected to detailed study.

*Prerequisite: History 221-222.*

*Offered 1964-1965 and alternate years.*

**History 443—The Age of the Renaissance.**

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

*Offered 1965-1966 and alternate years.*

### **History 444—Sixteenth and Seventeenth Century Europe.**

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

*Offered 1965-1966 and alternate years.*

### **History 445—Europe Since 1914.**

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

*Prerequisite: History 113-114.*

*Offered 1964-1965 and alternate years.*

### **History 446—The United States Since World War I.**

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

*Prerequisite: History 113-114 and History 221-222.*

*Offered 1965-1966 and alternate years.*

### **History Seminar:**

#### **History Seminar 391—(For Juniors, First Semester).**

One hour credit.

#### **History Seminar 392—(For Juniors, Second Semester).**

One hour credit.

#### **History Seminar 491—(For Seniors, First Semester).**

One hour credit.

## **HOME ECONOMICS**

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to contribute to that part of the liberal arts education that deals with the needs of women in building and maintaining an efficient home and enables them to understand their multiple responsibilities at home and in contemporary society.

### **Home Economics 111—Housing and Interior Decoration.**

Two hours each week. Credit: two hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of economy, health, comfort, and beauty.

*Offered 1965-1966 and alternate years.*

### **Home Economics 112—Clothing and Textiles.**

One lecture and three hours of laboratory work each week.

Credit: two hours second semester.

Fundamental principles in selection and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments.

*Offered 1965-1966 and alternate years.*

### **Home Economics 221—Foods and Nutrition.**

One lecture and three hours of laboratory work each week.

Credit: two hours first semester.

A study of world's food situation and principles involved in selection and purchase of foods and in planning, preparation, and serving family meals; diets and party dishes.

*Offered 1964-1965 and alternate years.*

### **Home Economics 224—Family Economics—Home Management.**

Two hours each week. Credit: two hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of consumer goods and household equipment.

*Offered 1964-1965 and alternate years.*

## **MATHEMATICS**

PROFESSOR PURDOM

ASSOCIATE PROFESSOR BOYD

ASSISTANT PROFESSORS REYNOLDS AND WALKER

INSTRUCTORS JONES AND MORELL

A major in mathematics consists of *Mathematics* 121-122 together with a minimum of 18 hours selected from courses numbered above *Mathematics* 122. Mathematics majors will take *Physics* 111-112 instead of *Natural Science* 101.

To obtain an elementary school certificate, *Mathematics* 103-104 is required. To obtain a high school certificate, *Mathematics* 311-312 and 321-322 is required.

**Mathematics 101-102—Freshman Mathematics.**

Three hours each week. Credit: three hours each semester.

Review of the arithmetic operations, logarithms, progressions, statistics, permutations and combinations probability, functions, trigonometry, and theory of equations.

**Mathematics 103-104—Mathematics for  
Elementary Teachers.**

Three hours each week. Credit: three hours each semester.

Introduction of the real number system and some basic concepts of algebra and informal geometry.

**Mathematics 111—College Algebra.**

Three hours each week. Credit: three hours first semester.

**Mathematics 112—Trigonometry.**

Three hours each week. Credit: three hours second semester.

**Mathematics 116—Statistics.**

Three hours each week. Credit: three hours second semester.

Mathematical development of probability distributions, sampling, binomial distributions, testing of hypotheses, and confidence intervals.

**Mathematics 121-122—Calculus and Analytic  
Geometry.**

Three hours each week. Credit: three hours each semester.

Analytic geometry, functions, limits, derivatives, antiderivatives, integration and transcendental functions.

**Mathematics 211—Calculus and Analytic Geometry.**

Three hours each week. Credit: three hours first semester.

Partial differentiation, methods of integration, multiple integration, series and vectors.

**Mathematics 212—Differential Equations.**

Three hours each week. Credit: three hours second semester.

Methods of solution of first order differential equations, linear differential equations and numerical methods.

**Mathematics 221-222—Foundations of Mathematics.**

Three hours each week. Credit: three hours each semester.

Elements of logic necessary for an understanding of the methods and techniques of mathematics followed by an axiomatic development of an elementary mathematical system.

### **Mathematics 311-312—Survey of Geometry.**

Three hours each week. Credit: three hours each semester.

Historical introduction, Euclidean, non-Euclidean and projective geometries.

*Prerequisite: Mathematics 211.*

*Offered 1964-1965 and alternate years.*

### **Mathematics 313—Topology.**

Three hours each week. Credit: three hours first semester.

Topologies, topological spaces, open and closed sets, limit points, homeomorphisms, connectedness, compactness, separation axioms, and metric spaces.

*Prerequisite: Mathematics 222.*

### **Mathematics 321—Introduction to Abstract Algebra.**

Three hours each week. Credit: three hours first semester.

Groups, rings, integral domains, and fields.

*Prerequisite: Mathematics 222.*

*Offered 1965-1966 and alternate years.*

### **Mathematics 322—Introduction to Linear Algebra.**

Three hours each week. Credit: three hours second semester.

Vectors, matrices, determinants, linear transformations, and characteristic value problems.

*Prerequisite: Consent of instructor.*

*Offered 1965-1966 and alternate years.*

### **Mathematics 411—Advanced Calculus.**

Three hours each week. Credit: three hours first semester.

Vector analysis, functions of several variables and Fourier series.

*Prerequisite: Mathematics 211.*

*Offered 1964-1965 and alternate years.*

### **Mathematics 412—Introduction to Analysis.**

Three hours each week. Credit: three hours second semester.

Functions, sequences, limits, continuity, differentiation, the Riemann integral, and the Stieltjes integral.

*Prerequisite: Mathematics 411.*

*Offered 1964-1965 and alternate years.*

### **Mathematics 499—Undergraduate Research.**

An individually arranged course intended to introduce the student to undergraduate mathematical research.

Credit to be determined by nature and quality of work.

### **Mathematics Seminar.**

Two hours each week. Credit: one hour each semester.



## MUSIC

ASSOCIATE PROFESSOR BAUMBACH  
ASSISTANT PROFESSORS SMYRE AND COOK  
INSTRUCTOR MORGENSTERN

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained adequate proficiency in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music Education majors must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resource courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major the student should take *Music* 111-112, 121-122 in the first year; *Music* 223-224, 221-222 in the second; *Music* 321-322, 411-412, 421-422 in the third and fourth years. Lessons for Majors in this field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the

Department of Education for a minor, in addition to the required tool and cultural resource courses. The student should take *Music* 111-112, 121-122 in the first year; *Music* 221-222, 223-224 in the second; and *Music* 411-412, 335-336, 337, 338, and 421-422 in the third and fourth years.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral or band instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit has been earned.

Music Education majors with an applied music major in: piano must complete junior requirements in piano and sophomore requirements in voice; in voice must complete junior requirements in voice and freshman requirements in piano; in an orchestral instrument must complete junior requirements in the major instrument, sophomore requirement in Voice or one other instrument, and sufficient work in piano to enable him to play simple accompaniments.

Music History majors are required to attain junior standing in piano. The requirements, otherwise, are like those of the major in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music* 121-122, 221-222, and 223-224 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only sophomore standing in piano and ought to take a course in orchestration and counterpoint.

### **Music 111-112—Music Appreciation.**

First semester: Two hours class and one hour laboratory each week. Second semester: One hour class and two hours laboratory each week. Credit: three hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

*Open to all students.*

**Music 121-122—Elementary Theory.**

Three hours each week. Credit: three hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

*Open to all students.*

**Music 211—Opera.**

Two hours class and one laboratory each week.

Credit: two hours first semester.

*Prerequisite:* Music 111-112.

*Offered upon sufficient demand.*

**Music 212—Symphony.**

Two hours class and one laboratory each week.

Credit: two hours second semester.

*Prerequisite:* Music 111-112.

*Offered in alternate years only upon sufficient demand.*

**Music 221-222—Advanced Theory.**

Three hours each week. Credit: three hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

*Prerequisite:* Music 121-122.

**Music 223-224—Eartraining.**

Two hours each week. Credit: one hour each semester.

The materials presented in MUSIC 121-122 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with MUSIC 221-222.

**Music 311-312—Church Music and Hymnology.**

Two hours of lectures and one hour of laboratory each week.

Credit: two hours each semester.

A survey of the history and literature of church music in general and hymnology in particular. Designed to give religion majors, ministerial students, and music students a deeper understanding and appreciation of the music of the church.

*Open to all students.*

**Music 321-322—Counterpoint.**

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the six-

teenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

*Prerequisite: Music 221-222.*

*Offered 1964-1965 and alternate years.*

### **Music 411-412—History of Music.**

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

*Prerequisite: Music 221-222.*

*Offered 1965-1966 and alternate years only unless the demand is sufficiently great.*

### **Music 421-422—Form, Analysis, and Composition.**

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song, rondo, variation, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

*Prerequisite: Music 111-112.*

*Offered 1965-1966 and alternate years.*

### **Music 423-424—Orchestration.**

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

*Offered upon sufficient demand.*

### **Music 425-426—Music Literature.**

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

*Offered in alternate years upon sufficient demand.*

*See Education 325—Music for the Elementary School Teacher.*

*See Education 381—Elementary School Music Problems.*

*See Education 382—High School Music Problems.*

## **APPLIED MUSIC COURSES**

Credit for work in applied music is granted only after an examination at the end of each semester before a panel composed of the music faculty. Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking the equivalent of a one half-hour lesson with five hours of

practice each week. Two semester hours credit are earned by taking the equivalent of two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is attained.

## PIANO MAJOR

Piano majors are required to take a total of 12 semester credit hours during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

*Entrance Requirements:* To enter the four year degree course in piano the student should be grounded in reliable technique, as well as to be able to read at sight compositions of medium difficulty. He should be able to play major and minor scales and arpeggios in octave position at a moderately rapid tempo (M.M. 100—four notes per beat). It is assumed that he will have acquired systematic methods of practice. He should have studied some of the standard etudes, such as Czerny, Opus 299, Book I; Heller, Opus 46 or 47; Bach, Little Preludes, a few Two Part Inventions, and compositions corresponding in difficulty to Mozart, Sonata in C major (K.545), Sonata in F major (K.547a); or Beethoven, Sonata in G major, Opus 49, No. 1, etc.

## PIANO INSTRUCTION

*Piano majors:* (Two hours credit per semester) Groups limited to 12 will meet for a minimum of one hour weekly instruction and in sub-groups of two for one hour weekly instruction. Ten hours of weekly practice is required. This instruction will present and reinforce the basic principles of musical style in addition to emphasizing the study of piano as a performing medium. Sight reading, harmonization, ear training, transposition, improvisation and analysis will round out the student's general understanding of music. Piano accompaniments for standard vocal and instrumental works will be assigned from time to time. The student's interest will be guided to better musicianship through the study of compositions for the piano with an emphasis on style, form, harmonic analysis and technical development. Compositions from the Baroque and Classical periods will be balanced by the study of compositions from the Romantic and Modern repertory.

### Piano (Freshman Year).

Materials equivalent in difficulty to Bach, Two and Three Part Inventions or the French Suites; Haydn, Sonata in A, Volume III, No. 33 (Peters Edition—Martienssen); Mozart, Sonata in C (K. 330); Beethoven, Sonata in G, Opus 79 or Sonatas, Opus 14; and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixths, and tenths, M.M. 112 per quarter note, in the following form: one octave in quarter notes,



two octaves in eighth notes, three octaves in triplet eighth notes and four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

### **Piano (Sophomore Year).**

Materials equivalent in difficulty to Bach, Preludes and Fugues from the Well Tempered Clavichord; Beethoven, Sonatas, Opus 10; Chopin, Preludes, Opus 28, Numbers 1, 3 and 5; Chopin, Nocturnes, Opus 9, No. 1, Opus 15, No. 2, and Opus 37, No. 2; Chopin, Waltzes, Opus 18, Opus 34, No. 1 and Opus 42; modern pieces of comparable difficulty; and a Baroque or Classical concerto.

All scales, triads and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

### **Piano (Junior Year).**

Materials equivalent in difficulty to Bach, English Suites; Beethoven, Sonata, Opus 31, No. 2; Brahms, Rhapsodies, Opus 79; Chopin, Etudes, Opus 12; Debussy, Preludes, Book I; modern pieces of comparable difficulty, and a concerto from the Romantic period. All scales, triads and seventh chords to be played in all positions and combinations, M.M. 132 per quarter note. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

### **Piano (Senior Year).**

Materials equivalent in difficulty to Bach, Partitas; Beethoven, Sonatas, Opus 53 and 57; Chopin, Ballades, Scherzi, and Fantasie in F minor; Schumann, Carnival, Opus 9 or Kreisleriana, Opus 16; modern pieces of comparable difficulty, and a concerto from the modern period.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic and modern compositions; also a selection made by the examiners, preparation of which is to be made in two weeks without assistance from anyone. He should have had considerable experience in ensemble performance and should be a capable sight reader.

### **Non-Piano Majors.**

#### **One hour credit per semester.**

Groups limited to 12 will meet for one hour weekly instruction and sub-groups of three will meet for a minimum of one-half hour weekly instruction. Five hours of weekly practice is required. This instruction will present and reinforce general musical foundations at the keyboard. The needs of students majoring in other fields than in piano performance will be met. Emphasis will be placed on sightreading, ear training, transposition, improvisation and general musical analysis which relates to harmonic and structural form. Six semester hours is generally required of non-piano music majors but the student must meet minimum requirements set up by the department and must show this degree of proficiency in examination before a music department jury.

### **Piano 131-132—(Freshman Year).**

Materials equivalent in difficulty to Pace, Music Essentials for Classroom Teachers; Pace, Piano for Classroom Music; Bach, Little Preludes; Pace, Skills and Drills II and III, and compositions of comparable difficulty.

### **Piano 231-232—(Sophomore Year).**

Materials equivalent in difficulty to Pace, Skills and Drills IV; standard hymns, folksongs, Command of the Keyboard, Volume IV, compiled and edited by Mirovitch, and Pace, Music for Piano IV.

### **Piano 331-332—(Junior Year).**

Materials equivalent in difficulty to Pace, Music for Piano V; Command of the Keyboard, Volume V compiled and edited by Mirovitch; and Pace, Skills and Drills V. Transposition by clef substitution will be presented. Accompaniments from the easier vocal and instrumental literature will also be studied.

### **Piano 431-432—(Senior Year).**

Materials equivalent in difficulty to Pace, Music for Piano VI; Command of the Keyboard, Volume VI compiled and edited by Mirovitch; and Pace, Skills and Drills VI. The student will also be expected to reduce choral and instrumental scores written on multi-lined staves to a simple piano accompaniment.

## **Voice Major**

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

*Entrance requirements:* To enter the four year degree course the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

### **Music 1—Voice (Freshman Year).**

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple Songs in English and Italian. (Piano 2-3.)

### **Music 2—Voice (Sophomore Year).**

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4-5.)

### **Music 3—Voice (Junior Year).**

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers. (Piano 6-7.)

### **Music 4—Voice (Senior Year).**

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

### **Organ and Instrumental Majors**

To enter the four year degree course as an organ major the student should have completed Freshman piano requirements. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue the study of piano until sophomore standing has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four year course are required.

To enter the four year degree course with a major in an orchestral or band instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

### **Music 335-336—String Class.**

Two hours each week. Credit: one hour each semester.

A two-semester course in the fundamentals of string technique.

*Offered 1964-1965 and alternate years.*

### **Music 337—Woodwind Class.**

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

*Offered 1964-1965 and alternate years.*

### **Music 338—Brass Class.**

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

*Offered 1965-1966 and alternate years.*

**Music 133-134—Class Voice.****Music 233-234—Class Voice.****Music 333-334—Class Voice.**

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and developing a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

**Music 151-152—Class Piano.**

One and one-half hours each week. Credit:  
one hour each semester.

Groups will be limited to twelve and five hours of weekly practice are required.

This course is open to adult beginners as non-music majors. It is a terminal course ending after two semesters. If the student wishes to continue the study of piano, he will be expected to transfer into one of the classes listed under *Piano Majors* or *Non-Piano Majors*.

## Choir

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Cappella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools and for ministerial students.

**Music 441-442—Piano Methods.**

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

*Offered upon sufficient demand.*

**Music 443-444—Voice Methods.**

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

*Offered upon sufficient demand.*

## INSTRUCTION IN ORCHESTRAL AND BAND INSTRUMENTS

For standards consult with the instructor.

### **Violin, Viola, Violoncello, String Bass.**

One lesson each week. Credit: one hour each semester.

Two lessons each week. Credit: two hours each semester.

### **Flute, Oboe, Clarinet, Bassoon, Saxophone.**

One lesson each week. Credit: one hour each semester.

Two lessons each week. Credit: two hours each semester.

### **Trumpet, French Horn, Trombone, Baritone, Tuba.**

One lesson each week. Credit: one hour each semester.

Two lessons each week. Credit: two hours each semester.

### **Percussion:**

One lesson each week. Credit: one hour each semester.

Two lessons each week. Credit: two hours each semester.

### **Orchestra.**

Four hours each week. Credit: one hour each semester.

Orchestra may be taken for credit or without credit. It is open to all students who have attained adequate proficiency on their instruments. Its purpose is the study and performance of great works from the standard orchestra literature.

### **Band.**

Four hours each week. Credit: one hour each semester.

Band may be taken for credit or without credit. It is open to all students who have attained adequate proficiency on their instruments. Its purpose is the study and performance of great works from the standard band literature.

### **Brass Ensemble.**

Two hours each week. Credit: one hour each semester.

Only the best brass performers are eligible. The course provides an opportunity to study great works from the large ensemble literature. It may be taken with or without credit.

## Preparatory Department of Music

All students wishing to take instruction in Voice or any instrument listed above below the college level may do so. Lessons will be given by the instructors listed above as well as others not listed. For information consult with Mr. Morgenstern.



## MUSICAL ORGANIZATIONS

### Guilford College Community Chorus

This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927.

Membership is open to all students, faculty, and townspeople who enjoy participating in the performances of these great works.

### The Fine Arts Club

Students who take applied musical subjects — piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

### A Cappella Choir

This concert choir, which made its initial appearance at the commencement exercises in 1929, was the first organization of this kind in any Southern institution.

In its many local appearances and its annual concert tours throughout the Eastern United States it has evoked many enthusiastic comments on the quality of its performances and especially on the aesthetic and spiritual values which its members have been trained to experience and thus to communicate to the audiences.

Membership in the A Capella Choir is open to all students but participation in public performances is at the discretion of the director.

Membership offers unusual opportunities for excellent training in the finest types of music, particularly the various periods of sacred music ranging from the 15th through the 20th centuries; it provides splendid fellowship and opportunities to carry a real message to the people of our country.

### Guilford College Concert Band

The Guilford College Concert Band performs only the finest band music available, with emphasis on music originally composed for bands.

Concerts are given on campus and in schools and communities off campus.

The band also performs at football games at home and away from home.

Membership is open to all students who have attained adequate proficiency on their instrument, and is required of all wind instrument Music Majors.

### **Guilford College Orchestra**

The Guilford College Orchestra annually appears in concerts and also participates in performances of oratorios, operas and musicals.

Membership is open to all students who have attained adequate proficiency on their instruments, and is required of all string instrument Music Majors. Only the best woodwind, brass, and percussion players are assigned to the orchestra.

## **NATURAL SCIENCE**

ASSISTANT PROFESSORS WARD AND INGRAHAM  
INSTRUCTOR BARTLETT

### **Natural Science 101—The Physical World.**

Three lectures and two hours laboratory each week.

Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

### **Natural Science 102—The Biological World.**

Three lectures and two hours laboratory each week.

Credit: three hours second semester.

This course is intended to provide a survey of the plant and animal kingdoms and a study of man's place in the world of living things. Practical aspects of biology such as human physiology, disease and insect control, and conservation are studied also.

### **Natural Science 103—Men and Concepts.**

Three lectures and two hours laboratory each week.

Credit: three hours first semester.

A course based on the great discoveries and developments in physical science.

*For those who rank high in a placement on the principles of physical science.*

**Natural Science 104—Modern Biology.**

Three lectures and two hours laboratory each week.

Credit: three hours second semester.

A course with emphasis on the great advances in today's field of biology.

*For those who rank high in a placement test on the principles of biology.*

**Natural Science 106—Science for Elementary Teachers.**

Three lectures each week. Credit: three hours second semester.

This course is devoted to the study of science with respect to the teaching of this subject to students in the elementary grades.

*Required of all students who plan to be certified to teach in the elementary school.*

**PHILOSOPHY**

PROFESSORS MILNER AND KENT

ASSOCIATE PROFESSOR FEAGINS

ASSISTANT PROFESSOR REDDING

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages, and the arts); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy normally includes *Philosophy* 100, 211, 212, 328, 331, 333, 435 and 438 plus four hours credit in seminar (or an acceptable alternative equivalent). *Philosophy* 100 may not normally be taken for credit toward a major during the last three semesters of the student's college career.

### **Philosophy 100—Introduction to Philosophy.**

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

NOTE: This course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only *Philosophy 204* and *Philosophy 401-402*, which are core-curriculum courses required of all students.

*Offered each semester each year.*

### **Philosophy 204—Aesthetics: Appreciation of Art.**

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses.)

### **Philosophy 211—Ethics: The Theory of Morals.**

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

### **Philosophy 212—Logic: The Principles and Problems of Rational Belief.**

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences.

### **Philosophy 226—The Philosophy of Pacifism and Conscientious Objection.**

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

*Offered on sufficient demand.*

### **Philosophy 328—The Dialogues of Plato.**

Three hours each week. Credit: three hours second semester.

A critical study of a major number of Plato's Dialogues, with emphasis on the content of the dialogues and the implications of the ideas expressed therein.

*Not open to freshmen.*

*Offered 1964-1965 and alternate years.*

**Philosophy 331—Philosophy of Religion.**

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as *Religion 331*.)

**Philosophy 333—Philosophy of Art.**

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the aesthetic object; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community.

*Offered 1965-1966 and alternate years.*

**Philosophy 401-402—A Survey of Religious and Philosophical Thought in Western Civilization.**

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

**Philosophy 435—The History of American Philosophy.**

Three hours each week. Credit: three hours first semester.

A study tracing the development of American philosophical thought from colonial to modern times, with special emphasis on social and political thought.

*Offered 1964-1965 and alternate years.*

**Philosophy 436—Philosophy of Science.**

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

*Offered on sufficient demand.*

**Philosophy 438—Contemporary Philosophy.**

Three hours each week. Credit: three hours second semester.

A study of the main movements in philosophical thought during the twentieth century: idealist, materialist, realist, pragmatist, positivist, analytic and existentialist.

*Offered 1965-1966 and alternate years.*

**Philosophy Seminar.**

Two hours each week. Credit: one hour each semester.

Individual and group reading and discussion of selected material dealing with special topics of contemporary interest.

*Normally required of all juniors and seniors majoring in philosophy; open to others at the discretion of the department.*



## PHYSICAL EDUCATION

The work in the Department of Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have complete physical examination before they enroll.

A major in Physical Education is offered for men, and a minor is offered for women.

### PHYSICAL EDUCATION FOR MEN

DIRECTOR OF MEN'S PHYSICAL EDUCATION MAYNARD

DIRECTOR OF ATHLETICS APPENZELLER

ASSISTANT PROFESSOR STEWART

INSTRUCTORS LAMBETH AND STEELE

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, soccer, basketball, baseball, track, tennis and golf.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, badminton, horseshoes, golf, track, and pingpong.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take. The following courses are required for all Physical Education majors: *Physical Education* 115, 116, 225, 226, 335, 336, 447, 448, and five of the two hour courses; and *Biology* 113-114.

### **Physical Education 101-102—A Service Course for Freshmen.**

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

*Required of all freshmen.*

### **Physical Education 201-202—A Service Course for Sophomores.**

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

*Required of all sophomores.*

### **Physical Education 301-302—A Service Course for Juniors.**

Three hours each week. Credit: one hour each semester.

*Required of all juniors.*

### **Physical Education 401-402—A Service Course for Seniors.**

Three hours each week. Credit: one hour each semester.

*Required of all seniors.*

### **Physical Education 115—Personal Hygiene.**

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

### **Physical Education 116—Community Hygiene.**

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as sanitation of the water supply, occupational and environmental health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

### **Physical Education 225—Principles of Health and Physical Education.**

Three hours each week. Credit: three hours first semester.

This course considers the need and purpose of health education, the healthful school, aspects of school health service, school and community cooperation for health, the curriculum in health education and foundations of methods in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized.

### **Physical Education 226—Organization and Administration of Physical Education and Athletics in Public Schools and College.**

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Problems of schedule making, equipment buying and legal aspects are among those included.

### **Physical Education 227—Recreational Games for Teachers in Public Schools and Colleges.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

### **Physical Education 228—Theory, Technics and Skills in the Coaching of Basketball, Track and Field Events.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

### **Physical Education 229—Theory, Technics and Skills in the Coaching of Football.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their junior year.*

### **Physical Education 330—Methods, Materials and Practice in Tumbling, Gymnastics, and Wrestling.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 337—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball, and Badminton.**

Two hours each week. Credit: two hours first semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

*Offered 1965-1966 and alternate years.*

**Physical Education 338—Skills, Technics and Methods in Coaching Baseball.**

Two hours each week. Credit: two hours second semester.

*Offered to majors and minors in Health and Physical Education, beginning their sophomore year.*

**Physical Education 335—Individual and Corrective Physical Education.**

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1964-1965 and alternate years.*

**Physical Education 336—Evaluation and Measurements in Health and Physical Education.**

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests of strength, cardiovascular conditions, nutritional appraisal, sports ability, motor ability, posture appraisal, sports knowledge, and other areas.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1965-1966 and alternate years.*

**Physical Education 447—Anatomy (Human).**

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1965-1966 and alternate years.*

**Physical Education 448—Physiology.**

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

*Open only to Juniors and Seniors majoring in Physical Education.*

*Offered 1965-1966 and alternate years.*

**PHYSICAL EDUCATION FOR WOMEN**

INSTRUCTORS UPCHURCH, REDDECK AND PERRY

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular coordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group cooperation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in cooperation with this department.

A minor in Physical Education is offered to women students. This emphasis can well be utilized in the vocations of teaching, recreation, and social work. For the requirements of the minor program, consult with the Women's Physical Education Department.

**Physical Education 111-112W—A Service Course for Freshmen.**

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

*Required of all freshmen.*

**Physical Education 221-222W—A Service Course for Sophomores.**

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service



Course, the activity in which she would like additional instruction and participation.

*Required of all sophomores.*

*Prerequisite: Physical Education 111-112.*

### **Physical Education 331-332W—A Service Course for Juniors.**

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

*Required of all juniors.*

*Prerequisite: Physical Education 111-112.*

### **Physical Education 441-442W—A Service Course for Seniors.**

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

*Required of all seniors.*

*Prerequisite: Physical Education 111-112.*

### **Physical Education 119-120W—Individual Physical Education.**

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

*Required of all students advised by the college physician to substitute limited activity for regular physical education.*

### **Physical Education 113W—Personal Hygiene.**

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

*Required of all freshmen.*

### **Physical Education 336W—Leadership in Recreation.**

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

*Offered 1965-1966 and alternate years.*

### **Physical Education 449W—Methods and Materials in Team Sports for Women.**

Three hours each week. Credit: three hours each semester.

A course designed to acquaint the student with the techniques and teaching methods in a variety of team sports played by women.

### **Physical Education 450W—Methods and Materials in Individual Activities for Women.**

Three hours each week. Credit: three hours each semester.

Includes techniques and methodology for teaching selected individual sports and rhythms.

## **PHYSICS**

PROFESSOR PURDOM

The courses in this department are so designed and offered that a person with a major in physics is qualified to begin graduate study in Physics; to enter into the teaching profession; or to initiate a career in applied physics.

A physics major must have mathematical training through the field of differential equations, *Mathematics 212*.

### **Physics 111-112—General Physics.**

Three lectures and one laboratory period each week.

Credit: four hours each semester.

This course presents the basic phenomena of physics for students of chemistry, biology, physics and engineering science. Emphasis is placed upon quantitative concepts in the various subdivisions of the course.

*Prerequisite, Mathematics 112 or the equivalent. Physics 111-112 is a prerequisite for all other courses in the physics department. Students taking this course are not required to take Natural Science 101.*

### **Physics 221—Physical Optics.**

Lectures and laboratory exercises each week. Credit three hours.

Elements of geometrical optics, interference, diffraction and polarization. Elements of the electromagnetic theory of light, spectroscopy and an introduction to Maxwell's Equations.

*Offered 1965-1966 and alternate years.*

### **Physics 222—Mechanics.**

Three lectures each week. Credit: three hours.

Analytical mechanics, treating statics and dynamics of particles and rigid bodies. Introduction to Lagrange's Equations.

*Offered 1965-1966 and alternate years.*

**Physics 331-332—Electricity and Magnetism.**

Lectures and laboratory exercises each week.

Credit: three hours each semester.

Lectures and experiments concerning precision electrical measurements. Studies in magnetic circuits, potential theory, alternating current, capacitance and electromagnetics. Electronics, such as the study of vacuum tubes and transistors and the design of the circuits which make use of these.

*Offered 1964-1965 and alternate years.*

**Physics 441-442—Atomic and Nuclear Physics.**

Three lectures each week. Credit: three hours each semester.

The nature of and the interactions of photons, the elementary particles, the nucleons and the nuclei, nuclear structure and nuclear reactions.

**Physics 444—Thermodynamics.**

Three lectures each week. Credit: three hours.

Transfer of heat, laws of thermodynamics, change of state, conservation of energy, introduction to kinetic theory.

**Physics 449—Physics Seminar.**

Credit to be determined by nature of and quantity of study completed.

*Intended only for those students majoring in physics.*

**POLITICAL SCIENCE**

PROFESSORS NEWLIN AND VICTORIUS

ASSISTANT PROFESSORS POLHEMUS AND ABERBACH

INSTRUCTOR REID

The courses in Political Science are designed to give the student a basic foundation for the whole field. Special attention is given to political theory, international organization and politics, comparative government, and the government and politics of the United States.

Thirty hours (including the three seminars) and a senior thesis are required for a major, plus a comprehensive oral examination in the second semester of the senior year.

All political science majors are required to take *Political Science* 111, 112, 444 and six hours in the following 337, 338, 441 and 442. Courses 335 and 443 are strongly recommended.

**Political Science 111—Introduction to Political Science.**

Three hours each week. Credit: three hours first semester.

This course not only seeks to make the student familiar with the basic principles of political science, but introduces him to Political Fundamentals, Theory and Organization of the State, Political Dynamics, and Relationship among Nations.

### **Political Science 112—American Government: United States, National.**

Three hours each week. Credit: three hours second semester.

A study of the organization and functioning of government in the United States at the national level. The federal system with its division and separation of powers, methods of functioning, problems of administration, and the role of the individual citizen are stressed. This course meets the North Carolina requirements for teachers within the state school system.

### **Political Science 221—American Government: United States, State and Local.**

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization, fields of work and administrative methods of Government in the states, counties, cities and local units of the United States. If the tree of democracy is to flourish, reorganization at the "grass roots" of the state and local levels is necessary. College-trained men and women must provide the leadership for this in the local community and state. Since it is at this state and local level that government touches the individual the most closely, this course may be used as an introductory course for the student of Political Science.

### **Political Science 222—Political Dynamics.**

Three hours each week. Credit: three hours second semester.

Politics is a struggle for power. This course is designed to explore not only political parties and the part that Public Opinion and Interest Groups play in the struggle, but is also a study of the means of communication with special reference to propaganda.

### **Political Science 335—American Constitutional Law.**

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

*Prerequisite: Political Science 112 or History 221-222.*

*Offered 1965-1966 and alternate years.*

### **Political Science 336—Comparative Government: Western.**

Three hours each week. Credit: three hours second semester.

A general introductory survey focusing on the governments of Great Britain, France, Germany, Italy, and the Soviet Union. Special attention is given to constitutional developments, forms of decision-making, aspects of power, ideological patterns, and political institutions. Considerable attention to current political problems; comparison with the United States.

*Offered 1965-1966 and alternate years.*

### **Political Science 337-338—International Politics.**

Three hours each week. Credit: three hours each semester.

This course may be taken in either the Junior or Senior year. It offers the student the opportunity of studying the origins and development of Interna-

tional Politics with particular reference to forces and prospects involved. Specific case studies bring these into sharp focus. In the second semester the Struggle for Power and Peace is emphasized. Specific case studies bring these into sharp focus.

*Prerequisite: 6 hours of Political Science. History 113-114 or 307-308 are helpful.*

*Offered 1965-1966 and alternate years.*

### **Political Science 440—Public Control of Business.**

Three hours each week. Credit: three hours first semester.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities, as well as upon the practices that are directed toward the maintenance of a stable economy.

*Prerequisite: Economics 221-222. The prerequisite may be waived for mature students.*

### **Political Science 441-442—The Foreign Policy of the United States.**

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have been most important in the history of the country will be subjected to detailed study.

*Prerequisite: History 221-222.*

*Offered 1964-1965 and alternate years.*

### **Political Science 443—Political Thought: Ancient and Medieval.**

Three hours each week. Credit: three hours first semester.

The field of political theory deals with the basic problems of politics with respect both to method and substance. It is therefore regarded as the foundation for work in all other areas of political science. It is concerned with three orders of problems: with theories relating to the way men act in political affairs; with inquiry into alternative moral standards in terms of which social policy may be judged; and with examination of the appropriate methods for pursuing political research. This course is a review of the major developments in political thought from Plato to the modern era.

*Prerequisite: 6 hours of Political Science.*

*Offered 1964-1965 and alternate years.*

### **Political Science 444—Political Thought: Modern.**

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student a panorama of readings and essays spanning the periods of the Refor-



mation to the present day. It begins with the secular national state and continues to the present-day thinking regarding a world order.

*Prerequisite: 6 hours of Political Science. Political Science 443 is strongly recommended.*

*Offered 1964-1965 and alternate years.*

### **Political Science Seminar 391—(For Juniors, First Semester).**

1 hour credit.

### **Political Science Seminar 392—(For Juniors, Second Semester).**

1 hour credit.

### **Political Science Seminar 491—(For Seniors, First Semester).**

1 hour credit.

## **PSYCHOLOGY**

PROFESSOR MILNER

ASSOCIATE PROFESSOR VANCE

ASSISTANT PROFESSOR PAINTER

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

### **Psychology 201—General Psychology.**

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

(See cultural-resource courses.)

*Prerequisite for all other psychology courses.*

### **Psychology 222—Child Psychology.**

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first twelve years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

**Psychology 223—General Experimental Psychology.**

One lecture and two two-hour laboratory sessions each week.

Credit: three hours first semester.

General experimental techniques will be discussed in the lectures, and the laboratory sessions will provide further understanding of, and practice in, the experimental approach to psychology.

*Prerequisite for Psychology 224.*

**Psychology 224—Advanced General Experimental Psychology.**

Hours and credit to be arranged.

Credit: one or two hours second semester.

A more detailed and specific approach to experimental method will be followed than that in *Psychology 223*. Individual guidance will be given in the student's carrying out an experimental program within his own field of interest. This course is open, with the consent of the professor, to students who have completed *Psychology 223*.

**Psychology 226—Adolescent Psychology.**

Three hours each week. Credit: three hours second semester.

This course examines the developmental processes and behavioral problems of the teen-age individual in his adjustments to the physical, social, and personality changes inherent in growing up.

**Psychology 331—Educational Psychology.**

Three hours each week. Credit: three hours first semester.

The purpose of this course is to acquaint the student with the more important findings of modern theorists, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

*Prerequisite: Psychology 222-226.*

**Psychology 333—Personnel Psychology.**

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis — the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement) — and in job and occupational analysis and classification.

*Offered 1965-1966 and alternate years.*

**Psychology 334—Introduction to Statistics in Psychology.**

Three hours each week. Credit: three hours second semester.

This course introduces the student to the statistical procedures used in experimental investigation in psychology and related fields. Specific topics covered include the collection and organization of data, graphical representations, measures of central tendency, measures of variability, elements of probability theory, the normal distribution, correlation techniques, and the use of standard scores.

**Psychology 335—Physiological Psychology.**

Three hours each week. Credit: three hours first semester.

A survey of the interrelationship of biological and psychological factors in behavior. End organ, neurological and muscle action patterns and their contribution to integrated behavior will be considered. The influence of endocrine, hormonal and metabolic processes will be investigated.

**Psychology 441—Psychology of Personality.**

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

*Offered 1964-1965 and alternate years.*

**Psychology 442—Abnormal Psychology.**

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

*Offered 1965-1966 and alternate years.*

**Psychology 444—Psychological Testing.**

Three hours each week. Credit: three hours second semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

*Offered 1965-1966 and alternate years.*

**Psychology 445—Current Psychologies:****Psychoanalytical, Gestalt, and Field-Theoretical.**

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psycho-analytical psychology as systemized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

*Offered 1964-1965 and alternate years.*

**Psychology 446—Social Psychology.**

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; and dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

*Offered 1964-1965 and alternate years.*

### **Psychology Seminar.**

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

*Required of all juniors and seniors majoring in psychology.*

## **RELIGION**

PROFESSORS CROWNFIELD AND KENT

ASSOCIATE PROFESSOR MOORE

ASSISTANT PROFESSOR PIPKIN

The courses offered are intended to acquaint the student with the central content of the Judaeo-Christian tradition as well as to prepare for specific service in the ministry and in religious education. A course is also offered in the history and principles of the Society of Friends.

A major in Religion must include *Religion* 111, 112, 221, 222, 226, 233, 331, 343, 437, 438, and 448. Students majoring in religion are also expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of their field, including knowledge of the Bible, religious history and the fundamental principles of religious thought and practice.

### **Religion 111—Old Testament: The Prophets.**

Three hours each week. Credit: three hours first semester.

The prophets and their message in relation to their times, with a consideration of their permanent significance.

*Offered 1965-1966 and alternate years.*

### **Religion 112—Life and Teachings of Jesus.**

Three hours each week. Credit: three hours second semester.

The historical problems involved with the main emphasis on the content of the teaching.

*Offered 1965-1966 and alternate years.*

### **Religion 210—History and Principles of the Society of Friends.**

Three hours each week. Credit: three hours either semester.

The impulse which produced the Society of Friends and how it spread and found expression under various conditions.

### **Religion 221—New Testament: Epistles and Johannine Writings.**

Three hours each week. Credit: three hours first semester.

The letters of Paul, and other letters, together with the writings bearing the name of John: their background, their message and their permanent value.

*Offered 1964-1965 and alternate years.*

### **Religion 222—Old Testament: Law, History and Writings.**

Three hours each week. Credit: three hours second semester.

A study of these portions of the Old Testament, in contrast with the main stream of the prophets.

*Offered 1964-1965 and alternate years.*

### **Religion 226—Devotional Literature.**

Three hours each week. Credit: three hours second semester.

Classic expressions of Christian devotion and their contribution to an understanding of the nature and expression of religion.

*Offered 1965-1966 and alternate years.*

### **Religion 233—Principles and Practices of Christian Education.**

Three hours each week. Credit: three hours first semester.

The concepts of Christian religious education and the forms and methods by which Christian faith is kindled and nourished.

*Offered 1965-1966 and alternate years.*

### **Religion 305-306—The Development of Religion in the Bible.**

Three hours each week. Credit: three hours each semester.

(See Cultural Resource Courses)

### **Religion 331—Philosophy of Religion.**

Three hours each week. Credit: three hours first semester.

The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

*At least three semester hours in Religion and three hours in Philosophy are presupposed.*

*Offered 1965-1966 and alternate years.*

### **Religion 343—History of Religions.**

Three hours each week. Credit: three hours first semester.

The chief religions of the world, ancient and modern, and the development of their concepts of the essential nature and proper expression of religion.

*Offered 1965-1966 and alternate years.*

### **Religion 437-438—History of Christianity.**

Three hours each week. Credit: three hours each semester.

Christian thought and institutions from their beginnings to the present day.

*Offered 1964-1965 and alternate years.*



### **Religion 448—Christian Ethics.**

Three hours each week. Credit: three hours second semester.

Principles and contemporary problems, including church, family, community, state, economics, human relations, society and the world community.

### **Religion Seminar.**

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester is planned for upper-classmen and deals with important trends in current religious thought.

*Religion majors are required to participate twice in the first semester program and twice in the second.*

## **GRADUATE STUDY IN RELIGION**

Guilford College now offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if it appears that they have needs which may be met by the program.

## **REQUIREMENTS FOR ADMISSION**

Candidates for a degree must have the degree of Bachelor of Arts, or equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

## **PROGRAM**

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative and a generally mature attitude. The degree will not be awarded for the mechanical "passing" of a prescribed number of hours.

Requirements for a degree include the completion of 30 semester hours of advanced study, the passing of a general examination including written and oral parts, and a satisfactory thesis representing original research in some field where faculty direction and library materials are available.

Students will be expected to be able to use at least one of the following languages: Greek, Latin, French or German, in connection with their studies, and to pass an examination in the chosen language before being admitted to candidacy for the degree.

For the present, two three-hour courses, or the equivalent, will be offered each semester.

### **FEEES**

For the present, the cost will be \$20.00 per credit hour per semester. Limited scholarship help will be available, based on academic standing and need.

*Courses to be offered upon sufficient demand.*

#### **Religion 511—Early Christianity.**

Credit: three hours first semester.

The books of Acts, with especial attention to the interaction of Christianity and its environment.

#### **Religion 512—New Testament Thought.**

Credit: three hours second semester.

Attention will be paid to the unity and variety of thought on the chief topics treated by New Testament writers.

#### **Religion 514—The Teaching of Paul.**

Credit: three hours second semester.

The unique message of Paul and its relation to contemporary Jewish and Hellenistic religion.

#### **Religion 521—Preaching: Principles and Practice.**

Credit: three hours first semester.

Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

#### **Religion 522—Preaching: Principles and Practice.**

Credit: three hours second semester.

*A continuation of Religion 521.*

#### **Religion 523—Quaker Leadership.**

Credit: three hours first semester.

Designed to give the student a comprehensive acquaintance with contemporary Quakerism, and to prepare him for assuming responsible leadership within it.

#### **Religion 524—Quaker Leadership.**

Credit: three hours second semester.

*A continuation of Religion 523.*

**Religion 531—Contemporary Theologians.**

Credit: three hours first semester.

A seminar devoted to the study of Barth, Brunner, Tillich and Niebuhr.

**Religion 532—Quaker Thought.**

Credit: three hours second semester.

A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time, with special emphasis on a selected group each year.

**Religion 541—Seminar in the Philosophy of Religion.****Religion 542—Seminar in New Testament.****Religion 543—Seminar in Contemporary Theology.****SECRETARIAL COURSES**

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

**Business 111-112—Typewriting (Elementary).**

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

**Business 113-114—Shorthand Theory  
(Gregg Functional Method).**

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

*Prerequisite: Business 111-112, or equivalent, should precede or be taken concurrently.*

**Business 115-116—Advanced Typing  
(Production Work).**

Three hours each week. Credit: two hours each semester.

*Prerequisite: Business 111-112, or equivalent.*

**Business 118—Secretarial Accounting.**

Four hours each week. Credit: two hours second semester.

### **Business 221-222—Advanced Shorthand and Typewriting—Transcription.**

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

*Prerequisites: Business 111-112 and 113-114.*

*The secretarial courses will be given at the Greensboro Division of Guilford College.*

## **SOCIOLOGY AND ANTHROPOLOGY**

PROFESSORS STAFFORD, DINKEL AND MILNER  
ASSISTANT PROFESSORS ZOPF AND SINDWANI

Students who plan to take graduate work in law, religion, politics, or social research are invited to major in this department. Undergraduate majors or minors in this field are also recommended for students entering business, public relations, personnel work, labor relations, or social work. Students who plan no graduate work but are interested in a broader cultural background and deeper understanding of human relations are also welcomed.

The Sociology and Anthropology Department aims to help students explore the best materials available on social interaction, group relationships and dynamics, and cultural change. Special research projects, tutorial reading arrangements, and field work with social agencies may also be arranged.

A major in Sociology requires twenty-four hours plus four hours credit in seminar (or an alternative acceptable to the department). Considerable flexibility for course choices and related fields is possible but students planning graduate work in Sociology or Anthropology are expected to include *Sociology* 239, 392, 412, and 440. They are also urged to include a course in statistics. Social work candidates should include *Sociology* 222, 224, 334, and 335. They are urged to include a course in Family or Consumer Economics. Students desiring admission to graduate school are expected to pass a comprehensive examination in the major field if they expect full recommendation by the department.

### **Sociology 200—Introduction and Principles of Sociology.**

Three hours each week. Credit: three hours.

A consideration of the development of a scientific approach to the study of society, the culture concept, basic Western institutions, processes of socialization and personality adjustment.

**Sociology 210—Rural Sociology.**

Three hours each week. Credit: three hours.

A study of the rural-urban continuum, folk cultures, communities and neighborhoods, man-land relationships, tenure, and rural institutions.

*Offered upon sufficient demand.*

**Sociology 214—Urban Sociology and Community.**

Three hours each week. Credit: three hours second semester.

A study of the urban community, urban ecology, migration, succession, differentiation and stratification, social institutions in urban areas, urbanization and social change.

*Offered 1964-1965 and alternate years.*

**Sociology 217—Social Problems.**

Three hours each week. Credit: three hours first semester.

A study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

**Sociology 224—Marriage and the Family.**

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

**Sociology 239—Tools and Methods of Research in the Social Sciences.**

Three hours each week. Credit: three hours first semester.

Scientific method, logic of the social sciences, development of modern techniques and methods of social research-schedules, questionnaires, case studies, culture group and community studies, elementary scaling and statistical techniques.

*Offered 1963-1964 and alternate years.*

**Sociology 318—Population: History, Theory, Determinants, and Consequences.**

Three hours each week. Credit: three hours second semester.

*Offered 1965-1966 and alternate years.*

**Sociology 334—Crime and Delinquency.**

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of crime, crime statistics, an analysis of the theory and methods of treatment.

**Sociology 335—Forms of Social and Relief Work.**

Three hours each week. Credit: three hours first semester.

A developmental history and description of public and private social service agencies, community organization, group work, and disaster relief. Case work is especially emphasized.



**Sociology 348—Industrial Sociology.**

Three hours each week. Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factories and comparable organizations as social systems.

**Sociology 350—Southern Regions.**

Three hours each week. Credit: three hours.

An investigation of the Southern regional culture and its relation to the culture of the United States. A study is made of the physical and human resources for these regions and of developments pointing toward a greater realization of inherent capacities of the Southern regions.

*Offered on sufficient demand.*

**Sociology 360—Educational Sociology—Intergroup Relations.**

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between different groups of people.

*Offered on sufficient demand.*

**Sociology 365—Racial and Ethnic Relations.**

Three hours each week. Credit: three hours first semester.

A review of attempts to study racial and ethnic differences, attitudes and relations. A study of the present status of racial and ethnic groups, especially in the Americas.

*Offered 1964-1965 and alternate years.*

**Sociology 391—Anthropology (Paleontology, Archaeology, and Prehistory—Introductory).**

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

*Offered 1964-1965 and alternate years.*

**Sociology 392—Cultural Anthropology.**

Three hours each week. Credit: three hours second semester.

An emphasis on studies of cultural patterns of socialization and personality formation. Social organization and social institutions — especially modern primitive — are studied along with the application of anthropological methods to subdivisions of modern Western Society.

**Sociology 420—Social Structure.**

Three hours each week. Credit: three hours.

Social differentiation and stratification, forms of group life, community organization, complex organization, and bureaucracy.

*Offered on sufficient demand.*

**Sociology 426—Sociology of Religion.**

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and to primitive or preliterate religions.

*Offered on sufficient demand.*

**Sociology 440—Social Theory.**

Special tutorial arrangements. Credit: to be determined.

A reading course covering basic social and sociological theory as listed in departmental bibliography and tailored to individual needs.

*Open only to seniors with special departmental permission.*

*Offered on sufficient demand.*

**Sociology 471-472—Research or  
Field Work in Sociology.**

Credit: to be determined.

A problem in social investigation under the direction of the instructor, or, properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences, field work with agencies in social work.

*Open only to seniors with special departmental permission.*

**Sociology Seminar.**

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social case work journals. Reports, discussions, occasional visiting lecturers and field trips. Major topics to be selected according to the needs and interests of the group.

# The Social Environment

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual, as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

## ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

### The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Director of Athletics and the Faculty Committee on Athletics, in cooperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Director of Athletics, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Athletic contests are promoted for the benefit of regularly enrolled students only, and only such students are permitted to represent the college in any athletic contest.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

### Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In cooperation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice President, Secretary-Treasurer, sports managers, equipment manager, dance manager,

May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

## MUSICAL ORGANIZATIONS

### Guilford College Community Chorus

This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927.

Membership is open to all students, faculty, and townspeople who enjoy participating in the performances of these great works.

### The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

### A Cappella Choir

This concert choir, which made its initial appearance at the commencement exercise in 1929, was the first organization of this kind in any Southern institution.

In its many local appearances and its annual concert tours throughout the Eastern United States it has evoked many enthusiastic comments on the quality of its performances and especially on the aesthetic and spiritual values which its members have been trained to experience and thus to communicate to the audiences.

Membership in the A Cappella Choir is open to all students but participation in public performances is at the discretion of the director.

Membership offers unusual opportunities for excellent training in the finest types of music, particularly the various periods of sacred music ranging from the 15th through the 20th centuries; it provides splendid fellowship and opportunities to carry a real message to the people of our country.



### LITERARY SOCIETY

The purpose of the Guilford College Literary Society is to promote creative writing and develop artistic talents. The Literary Society publication is edited and published by a student staff under the direction and sponsorship of a faculty adviser designated by the administration. The editor-in-chief, assistant editor, and business manager are selected annually in the student elections by vote of the student body, but participation is open to all students interested.

### THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student government and two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

### THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of plays given annually by the students of the college. It has property rooms in Dana Auditorium in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

### SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

### THE STUDENT PUBLICATIONS

*The Guilfordian*, newspaper, published at intervals of one or two weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

## STUDENT GOVERNMENT ASSOCIATION

The Guilford College Student Government co-operates with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these associations.

## THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization, called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

## STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college, under the direction of the student government.

### Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

## ATHLETIC COUNCIL—MEN'S

	Points
President .....	1
Secretary .....	1

## ATHLETIC COUNCIL—WOMEN'S

President .....	2
Vice-President .....	2
Secretary-Treasurer .....	2
Member .....	1

ATHLETIC TEAMS—MEN'S  
CROSS COUNTRY, TENNIS,  
TRACK, GOLF

Manager .....	2
Varsity Squad .....	2

BASEBALL, BASKETBALL,  
FOOTBALL

Manager .....	3
Assistant Manager .....	2
Varsity Squad .....	3
Junior Varsity Squad .....	1

## CHEERLEADERS

Head Cheerleader .....	1
Member .....	1

## CHOIR

President* .....	2
Business Manager* .....	2
Librarian .....	1
Member, if not registered for credit .....	3
*If registered for credit, 3 points.	

## CLASSES

President of Any Class .....	2
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## COLLEGE MARSHAL

Member .....	1
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## COMMITTEE ON CONVOCATIONS

Member .....	1
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## DRAMATICS

Major Actor .....	2
Minor Actor .....	1
President of Dramatic Council .....	2
Stage Manager .....	2
Member of Dramatic Council .....	1

## FINE ARTS CLUB

President .....	2
Member .....	1

## GUILFORDIAN

Editor-in-chief .....	5
Managing Editor .....	4
Business Manager .....	4
Associate Editor .....	2
Regular Reporters .....	2
Minor Staff Member .....	1

## HONOR BOARD

	Points
Member .....	1

INTERNATIONAL  
RELATIONS CLUB

President .....	2
Vice-President .....	1
Secretary .....	2
Treasurer .....	1

## LITERARY SOCIETY

Editor .....	2
Associate Editor .....	1
Business Manager .....	1

## MONOGRAM CLUB

President .....	2
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## QUAKER

Editor-in-Chief .....	4
Managing Editor .....	3
Photograph Manager .....	3
Business Manager .....	2
Advertising Manager .....	2
Minor Staff Member .....	1

REPRESENTATIVES TO  
STUDENT ASSEMBLY

Member .....	1
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## SOCIAL COMMITTEE

Chairman .....	3
Member, except Chairman .....	2

## STUDENT AFFAIRS BOARD

President .....	3
Secretary .....	2
Member, except President or Secretary .....	1

STUDENT CHRISTIAN  
ASSOCIATION

President .....	3
Cabinet Member, except President .....	2

## STUDENT COUNCIL—MEN'S

President .....	4
Vice-President .....	2
Member, except President .....	1

## STUDENT COUNCIL—WOMEN'S

President .....	4
House President .....	3
Secretary .....	2
Member, except President, House President, or Secretary .....	1

## STUDENT LEGISLATURE

President .....	4
Vice-President .....	3
Secretary .....	2
Treasurer .....	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

Quality Average of Student	Points Allowed
3.00 .....	13
2.75 .....	12
2.50 .....	11
2.25 .....	10
2.00 .....	9
1.75 .....	8
1.50 .....	7
1.25 .....	6
1.00 .....	5

A student passing nine hours' work with an average of "C," yet not having a quality average of 1.00 may carry three points only.

No student may hold more than one four-point office.

## ACADEMIC REGULATIONS

A student participating in major student activities must be registered for twelve hours, must have his matriculation card signed by the proper official in the Business Office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

The foregoing regulations are on a semester basis except for the student who has been given the grade Inc. Such a student will be readmitted to student activities when the instructor who gave the grade Inc. reports that the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

## GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *X*, *Inc.* and *F*.

A *WF* represents a withdrawal from a course with a failing grade. A *WP* represents withdrawal with a passing grade.

*A* represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. *X* represents grade not determined. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

For each semester hour in which the student has the mark *A* he will receive 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counseling.

## ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend class regularly. A student carrying less than twelve hours



of work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C* are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students carrying 12 hours or more are required to attend chapel two times a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

### **LATE REGISTRATION AND CHANGING CLASSIFICATION**

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counseling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

Once registered, a person is considered a duly enrolled student until he or she files with the registrar or the deans a written notice of intention to withdraw from college. A student who withdraws without giving proper written notice will not be entitled to an official dismissal, or a refund from the Treasurer's Office.

### **EXTRA HOURS**

Only students who have passed all their academic work and made an average of *B* during the preceding

semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one academic hours.

***Student Load.*** A student carrying twelve credit hours is regarded as a full time student. A normal semester load consists of fifteen academic hours. Any student wishing to carry more than eighteen academic hours must have a quality average of 2.00 or above and obtain permission from the Faculty Committee on Counseling.

### HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester. A student carrying less than twelve hours is not included.

Those on the honor roll are not required to attend classes, nor are they held responsible for daily preparations, but are required to take announced quizzes and quarterly and semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

### EXCLUSION FOR FAILURE

In order to be eligible to return to college the second year a freshman must have passed eighteen hours of work during the year with an average grade of C.

In order for a Sophomore to return for the third year of college, he must have passed twenty-seven hours with an average of C for the entire year.

In order for a Junior to return for the fourth year of college he must have passed thirty hours with an average grade of C.

# General Information

## REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete 120 academic hours with a minimum quality point average of 1.00 and an hour in physical education up to a total of 8 hours for each semester he is enrolled at Guilford. (Students who are physically handicapped are not required to take physical education.) Students who transfer to Guilford College and attend summer school should register for physical education during the summer session.

*Degrees—B.A., B.S.* Graduates with majors in mathematics, biology, chemistry, physics, and psychology are awarded the bachelor of science degree, unless they request a bachelor of arts degree. All other majors are awarded the bachelor of arts degree.

*Major Field*—In addition to Guilford's required tool and cultural resource courses each student is encouraged to select and pursue an area of interest in depth. In his chosen major and one or two related fields each student must earn a total of 54 semester hours. A major consists of at least 24 semester hours. Some departmental majors require a larger number of semester hours and many students arrange to accumulate more semester hour credits than their department requires. In cases where only one related field supplements a major at least 18 semester hours must be earned in this subject. If one has two related fields, he must earn a minimum of 12 semester hours in each related field and enough credits in his major to total 54 semester hours in the two related fields and the major. Tool courses cannot be applied toward majors or related fields.

*Course Credit*—Courses passed with a grade below a C will not be credited toward the graduation requirements in a major field.

**Comprehensives**—Each student must pass a comprehensive examination in English. This examination has normally been given at the end of the freshman year.

**Foreign Languages**—Each candidate for a bachelor's degree must take two years, or the equivalent thereof, in a foreign language and must pass the comprehensive given in that language.

**Speeches**—A *sophomore speech* shall be made in the student's major field of study. The speech should be at least ten minutes in length and should show ability in handling a research problem. Only one faculty member is required to be present at the sophomore speech; it is usually given in a class or seminar. In the case of students transferring at the junior level, the sophomore speech is waived.

**Speeches**—A *junior speech* must be heard by two faculty members; it must range in length from at least 15 to 20 minutes. The two faculty members, both from the student's major department, confer as to whether or not the speech deserves credit.

**Seminars**—The number of seminar hours required varies among the departments. Almost every department requires a minimum of two semesters in seminar. The credit is one hour per semester.

**Thesis**—Each senior is required to prepare a thesis, with the exception that music majors may substitute a senior recital for the thesis.

*Senior theses are to be typed on white rag content bond paper 8½ by 11 inches, sixteen pounds or heavier.* The paperback book by Kate L. Turabian, "Manual for Writers of Term Papers, Theses, and Dissertations," published by the University of Chicago Press, contains information on the form approved by the faculty, and the thesis is to be typed according to these directions. It is bound and deposited in the library.

**Credit for Theses**—On recommendation of the head of the department, a student may receive one or two

hours credit on the thesis, the number of hours depending on the scope and merit of the thesis. If a student has a quality average of 2.50 or more he may receive up to six hours credit on a special project culminating in a thesis, depending on the merit and scope of the study.

***Filing Thesis Subject***—A June graduate must file the subject, outline and bibliography of the thesis with his major advisor not later than December 1.

Students are urged to confer early with the major professor about a thesis subject, and to make arrangements about carrying out the work for the thesis.

***Time Thesis is Due***—The first draft must be submitted to the member of the faculty directing the study by March 1, and the final draft, approved and signed, must be filed with the registrar by May 15. Students graduating at the end of the first semester must submit the first draft of the thesis to the faculty advisor by December 1, and the final draft, approved and signed, must be filed with the registrar by January 10.

Students graduating at the end of the summer session are required to complete the thesis by June 1, unless they obtain an extension of time from the head of the department. The thesis may not be filed later than July 17.

***Substitute for Thesis***—A music major substituting a graduating recital for thesis is required to submit a copy of the recital program signed by the head of the department. Such programs are to be filed with the registrar by May 15.

***Extension of Time***—A student may be granted an extension of time for the submission of his thesis if the Dean, his advisor, and the registrar agree that he has a legitimate reason for the request.

***Candidates for Degrees***—In order for a student to receive his degree he must submit to the Dean of the



College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Applications should be made in January for the degree to be conferred at the end of the spring semester, and in May for the degree to be conferred at the end of the summer term. In making application for admission to candidacy for the degree a student must report the satisfactory completion of the Sophomore Speech, the Junior Speech, the comprehensive examination in English, and the comprehensive examination in a foreign language\* prior to the date of the application. A student must also have completed all core curriculum courses below the junior level\* and the quality average of the student's work as of the date of application must be at least 1.00.

*Time of Study*—The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester in which he takes his academic work.

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\* Except in the case of transfer students.

## HONORS WORK

### *Honor Courses done by syllabus*

1. Certain courses for which detailed syllabi have been prepared are open to advanced and capable students who wish to study independently. Except by special permission, obtained from the head of the department and the Committee on Counseling, a student whose average is less than 2.00 may not enroll for this type of honors work.

2. The comprehensive examination will be given in two parts, the written part being given by the professor in charge and the oral part being conducted by

two or more members of the faculty, whose objectives are to discover the student's insight, his comprehension, and his ability to integrate the subject matter of the course. The oral examination will be open to all persons interested in attending.

3. The student will receive credit hours on this course.

*Departmental Honors*—Departmental honors may be attained in the following manner:

A. A student who has a quality average of 2.50 or above in his major field may enter upon independent study in his major field at the beginning of his senior year or before, provided it is approved by his major professor.

B. At the completion of his study, he will be given an oral examination by three members of his department and a faculty member from another college.

C. The student completing this study satisfactorily will be awarded honors in his major field and will receive up to six credit hours for this work, the number depending upon the scope of his study.

*Honors*—Honors shall be awarded the graduating senior who during his college course has attained a quality average of 2.50 and High Honors to one who has attained a quality average of 2.70 or above.

## The Library

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal arts college, contains over 53,423 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and over 125 books on art make up a part of the collection. In addition a collection

of 986 records and a loan collection of 80 framed pictures greatly enrich and extend the cultural as well as the academic resources of the library. The library subscribes to 455 periodicals and 14 newspapers.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are eager to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Carolina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Collection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

## Special Training And Individual Courses

Guilford College attempts to emphasize individual development in a number of ways, among which the

following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they may be awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

## Summer Session

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for a bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the chang-



ing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

## Accelerated Program

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

## Greensboro Division Of Guilford College

Guilford College, conscious of its responsibility to the community, operates a division of the college in the city of Greensboro expressly for the purpose of offering to adults courses not available elsewhere at convenient times.

The college credit courses of the Greensboro Division are taken from the regular curriculum of Guilford College and are taught by members of the college faculty; the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such facilities as the campus library are available for use of Greensboro Division



students on the same basis as for students enrolled in day classes.

The instructional program also includes courses in standard high school work, courses in business education and in industrial management, and adult education courses of a technical nature designed to increase the skill and earning power of employees of Greensboro firms.

In addition, the Greensboro Division offers a special program of non-credit courses designed to broaden the horizons and increase the enjoyment of living of the responsible citizens of the community. This program includes lectures by outstanding educators and a variety of discussion groups, covering the humanities, political science, history, and sociology. This rapidly growing development is of particular interest to men and women who have completed some formal education yet who desire to continue learning so that their appreciation of the changing world in which they live can be increased.

Students registered in the Greensboro Division may participate in certain extra-curricular activities of the college.

Special bulletins and further information may be secured from:

*Director of Admissions*

Greensboro Division of Guilford College

P. O. Box 1709

Greensboro, North Carolina

## **ADMISSION TO GUILFORD COLLEGE**

It has been agreed that Guilford College should remain a small college of 850 degree students. Those who can live in their homes, commuting to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

Applications for admission to Guilford College are now, and have always been, acted upon individually, by the faculty committee on admissions, to determine (1) that the prospective student is adequately prepared to meet the academic requirements of the college, (2) that the college can contribute to the growth and development of the student toward a useful and productive life, (3) that the applicant is of such character that his presence in the college community will enrich the educational program and contribute creatively to the life of the college.

The faculty and student governments have requested that students confine their use of tobacco to certain areas listed in the handbook. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

### **ADMISSION TO THE FRESHMAN CLASS**

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 acceptable units in a secondary school of approved standing or the equivalent of such a course

as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

### HOW TO APPLY

1. Fill in an application form and forward it to: Director of Admissions, Guilford College, Guilford College Br., Greensboro, N. C.
2. Enclose \$10.00 application fee. (This will be applied on your first payment if you are accepted, but will not be refunded if you are not accepted or if you elect not to attend Guilford College.)
3. Ask the principal of your high school to forward a copy of your transcript to: Director of Admissions, Guilford College, Guilford College, N. C.
4. After you are accepted, an additional \$40.00 deposit is required. (This is refundable, up to June 1, if you elect not to attend Guilford College.)
5. Forward a report of physical examination by your doctor two months before entrance. A certificate showing that you have received polio vaccine must be included.

Before being admitted to Guilford, an applicant must take the Scholastic Aptitude Test of the College Entrance Board furnished by Educational Testing Services, Box 592, Princeton, New Jersey.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English .....	1-4 units
Mathematics .....	2-4 units
Foreign Language .....	2-6 units
Social Studies .....	1-4 units
Natural Science .....	1-4 units

All currently enrolled students must reapply for admission on or before April 15th and at the same time pay a \$50.00 deposit. This amount is refundable upon request by June 1st.

## COOPERATIVE FORESTRY PROGRAM

Guilford College offers a program in forestry in cooperation with the School of Forestry of Duke University. Upon the successful completion of a five year coordinated course of study, a student will have earned the Bachelor of Science degree from Guilford College and the professional degree of Master of Forestry from the Duke School of Forestry.

A student electing to pursue this curriculum spends the first three years in residence at Guilford College. Here he obtains a sound education in the humanities and other liberal arts in addition to the sciences basic to forestry. Such an education does more than prepare a student for his later professional training; it offers him an opportunity to develop friendships with students in many fields, expand his interests, broaden his perspective, and fully develop his potentialities.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry. Since Duke offers forestry courses only to senior and graduate students, the student from Guilford College finds himself associating with a mature student body. He is well prepared for further personal and professional development.

Candidates for the forestry program should indicate to the Director of Admissions of Guilford College that they wish to apply for the Liberal Arts-Forestry Curriculum. Admission to the College is granted under the same conditions as for other curricula. At the end of the first semester of the third year the College will recommend qualified students for admission to the Duke School of Forestry. Each recommendation will be accompanied by the student's application for admission and a transcript of his academic record at Guilford College. No application need be made to the School of Forestry prior to this time.



## **TRANSFER OF CREDIT FOR WORK TAKEN AT OTHER INSTITUTIONS**

No grade under "C" level will be accepted toward graduation requirements at Guilford College.

Grades transferred from another institution are not considered in computing the quality average at Guilford College. A student's quality average is determined only on work taken at Guilford College.

Any correspondence or extension work accepted must be specifically approved by the Dean of the College.

Credits for a student transferring from a non-accredited institution are accepted on a provisional basis until validated by the satisfactory completion of 30 hours of work at Guilford College.

A maximum of 64 semester hours (including physical education) will be accepted from a Junior College. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

## **CLASSIFICATION OF STUDENTS**

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs, according to the official standards.

Freshmen: Certification of graduation from an accredited high school with credit for 15 acceptable units.

Sophomore: The satisfactory completion of 28 semester hours toward a degree.

Junior: The satisfactory completion of 62 semester hours toward a degree.

Senior: The satisfactory completion of 96 semester hours toward a degree with a minimum quality average of 1.00.



**Special student:** a person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, the student must first satisfy the full entrance requirements. A resident student although classified as a special student is required to pay the college and student activity fees.

**Graduate student:** A student who has a bachelor's degree and has been admitted to the graduate program.

**Auditor:** A student who attends class and listens to lectures may participate in class discussions but does not receive credit: must have the approval of the instructor concerned and pay auditor's fee to the business office.

Every student in the above classifications will be a full-time or part-time student.

**Full-time student:** A student who carries at least 12 semester hours.

**Part-time student:** A student who carries fewer than 12 semester hours.

Part-time students must have the consent of the President of the college to reside in the dormitory.

## **REGULATIONS GOVERNING THE CHOICE OF GUILFORD CANDIDATES FOR "WHO'S WHO AMONG AMERICAN COLLEGE STUDENTS"**

1. A list of all candidates for degrees in the current year will be prepared and presented to the faculty and to the students. Each body votes separately for not more than ten students on the basis of the qualifications laid down by *Who's Who Among College Students*.

2. When voting is completed, the faculty will allot ten points to the student receiving the greatest number of votes, nine to the next number, and so on down

the list. Students will make their list by the same method.

3. The number of points allotted to any student who receives a majority in either faculty or student election will be doubled.

4. The joint faculty and student Convocations Committee will compare the two lists and complete the election, determining the number of students to be chosen.

### MARSHALS

At the regular March meeting, the faculty elects eight members of the Sophomore class to serve as marshals for commencement and for public college functions of the following year. In voting, scholarship of students is to be considered. The student receiving the highest number of votes is designated as chief marshal.

### FEEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$3,000,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the Student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

## TUITION AND FEES

1963-1964

*For tuition, board, room rent, registration, library, medical, physical education, and lecture fees for the academic year the charge is:*

	Day	Mary Hobbs	Other Dorms
Tuition and Special Fee	700	700	700
Student Activity Fee	30	30	30
Room and Board	—	445	560
Total	730	1175	1290
One-half due on Registration Day in September.			
• Insurance	18.00	Make checks payable to GUILFORD COLLEGE	
• Laundry	20.00		
Key Deposit	1.00		
One-half due on Registration Day in January.			

Additional expenses for labs, music, extra hours, etc., are payable upon registration. The reservation fee of \$50.00 is not refundable but it will be applied upon the charge for "Special Fee."

\*The premium for insurance will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

\*\*Sheets, pillow cases and towels are available from General Linen Service each week. The charge for this rental is \$20.00 per academic year. Please notify the Business Office if you wish this service.

Since some parents may prefer to pay tuition and other school fees in monthly installments during the academic year, we are glad to offer this convenience under a Monthly Installment Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term. If this plan is desired, please contact the Business Office.

*Registration is not complete until financial accounts are settled.* Accounts should be settled by one of the above schedules before the Business Office closes at 4:00 P.M. on Wednesday, following Registration Day. Late Registration begins then. Late Registration fees will be assessed against unsettled accounts at the rate of \$2.00 for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached. Ten days after the start of Late Registration any student whose account is not settled will be excluded from college.

*The Student Activities Fee* is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The Athletic Associations, the college annual, the college newspaper, the Christian Associations, the Student Government organizations, the Reveler's Club, Social Committee, the Student Affairs Board, and the Choir participate.

*Medical Service.* The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. Each student is required to keep his own room clean and in order.

All students entering Guilford for the first time will be required to submit a health certificate from their physician. Forms may be secured from the office of the Director of Admissions, Guilford College, N. C.

All students, when ill, will be removed to the infirmary in Founders Hall upon the direction of the nurse. The charge is \$3.00 per day after the first five days.

*Students' Medical and Accident Expenses Reimbursement Insurance.* (\$25.00 Deductible) The policy provides up to \$1,000.00 medical expenses for each disability. Payment will be made commencing with the 26th dollar of expenses incurred for treatment and hospital confinement incurred within 12 months following the accident or sickness, if treatment begins within 30 days after an accident, covering the cost of:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital Room and Board For Sickness Limited to the Cost of a Semi-Private Room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the College Infirmary or Health Service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound, natural teeth (limited to \$250.00.)

## SPECIAL FEES

For Less Than Full Work (11 semester hours or fewer)	
per credit hour .....	\$ 20.00
Audit Fee (per credit hour) .....	10.00
Registration Fee each term .....	10.00

Graduation and Academic Costume Fee .....	12.50
Late Registration Fee .....	2.00 to 10.00
Extra Credit Hours (more than 18) per hour .....	20.00

All courses taken in the Greensboro Division for the convenience of regular students in the parent college (courses taken not because of academic conflict) will be charged as extra hours. Materials Charge for Laboratory Course:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Comparative Anatomy .....	15.00
Radio Isotope .....	10.00
Embriology .....	10.00
Analytical, Organic and Physical Chemistry (per semester) .....	15.00
General Chemistry (per semester) .....	5.00
Natural Science (per semester) .....	5.00
General Biology (per semester) .....	5.00
Fee for Practice Teaching .....	40.00 to 55.00

### Fees in Music

(All fees for one year—two semesters)

Class Lessons in Voice .....	\$ 60.00
Class Lessons in Instruments .....	60.00
Private Lessons in Voice or Instruments:	
Two Lessons per Week .....	140.00
One lesson per Week .....	85.00
Use of Piano for Practice:	
Six Hours per Week .....	15.00
Twelve Hours per Week .....	23.00
Use of Organ for Practice:	
Six Hours per Week .....	20.00
Twelve Hours per Week .....	35.00
Rental of Orchestral Instruments .....	16.00
Use of Practice Rooms without Piano .....	10.00

Books and supplies are sold at the College Bookstore.

### Regulations Governing Payments

**Refunds.** Upon withdrawal of a student from Guilford College, refunds of tuition paid are calculated from date of written notification to the Business Office of such withdrawal:

Enrollment	Refund
Up to 1 Week .....	80%
Up to 2 Weeks .....	60%
Up to 3 Weeks .....	40%
Up to 4 Weeks .....	20%
Over 4 Weeks .....	-0-



## ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students' rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

All rooms must be vacated during vacation periods.

## MEALS

All resident students have meals in one of the College Dining Rooms.

During vacation periods no meals will be served at the college and all rooms must be vacated.

## MARY HOBBS HALL

Mary Hobbs is a cooperative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

## STUDENT FINANCIAL AID

The Financial Aid Committee of the faculty administers limited scholarships, grants-in-aid, work opportunities, and loans, awarded largely on the basis of need. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extra-curricular activities.

There are several funds that have been set apart to be used for loans to students. The committee can also put students in touch with agencies outside the college which make long term, low interest loans to students.

In making scholarship grants, preference is given to returning students who have "B" or better averages and who use their

time wisely in scholastic and extra-curricular pursuits. Entering students with excellent high school records will be considered. No grant will be made to a student with less than a "C" average.

No grant will be made to a resident student who owns or maintains a car, except where necessity is justified to the committee.

All grants are on a one-semester basis, with the possibility of renewal for an additional semester. Unacceptable scholastic work, gross misbehavior, or undue extravagance will result in refusal by the committee to renew grants for an additional semester.

Before applying for other assistance, women students are urged to consider savings made possible by living in Mary Hobbs Hall. Some students at Guilford College meet part of their expenses by clerical or maintenance or other work.

Application for financial aid should be made through Charles C. Hendricks, Director of Admissions, Guilford College, North Carolina.

The scholarships ordinarily open to students of Guilford College are listed below. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

*Alumni Association Achievement Award:* Awarded by the Association to an undergraduate ..... \$ 50.00

*Alumni Association Undergraduate Athletic Award:* Awarded by the Association to the outstanding underclass athlete each year ..... \$ 50.00

*Edwin P. Brown Scholarship.*

*Conoway Scholarship.*

*Elwood Cox Scholarship:* Open to ministerial student or missionary candidate ..... \$ 50.00

*The Charles A. Dana Scholarships:* Tuition and fees.

*Mary E. M. Davis Scholarship:* Open to girls graduating from Guilford High School ..... \$100.00

*Eula Dixon Scholarship:* Open to graduates of Sylvan (N. C.) High School ..... \$ 50.00

*Nereus C. and Mae Martin English Scholarships.*

*N. F. and Laura Farlow Scholarship.*

*A. Brown Finch Scholarship:* Open to young men of promising leadership, scholarship, and athletic ability ..... \$100.00

*Franklin G. Frazier Scholarship:* Open to Young Friends.

*John Gurney Frazier Scholarship.*

*Melvina A. Frazier Scholarship:* Open to Young Women Friends.

- Greensboro Advisory Board Scholarship:* Open to residents of Greensboro, N. C.  
Preference given to entering students ..... \$100.00
- John B. Griffin Scholarship for Women.*
- J. R. and Retta E. Hardin Scholarships:* Open to Young Friends.
- Marvin Hardin Scholarship:* Established by the class of 1904. Open to sophomores but used in the senior year ..... \$ 90.00
- Haverford College* offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March first ..... \$600.00
- Emily S. Howard Scholarship:* Four scholarships of \$250.00 each awarded annually to worthy and able students.
- Roxie Armfield King Scholarship:* Open to young women residents of Guilford County and North Carolina.
- Nereus and Oriana Mendenhall Mathematics Scholarship:* Open to majors in mathematics ..... \$100.00
- Clyde and Ernestine Milner Scholarships.*
- James Arnold Mitchell Memorial Scholarship.*
- William F. Overman Scholarship:* Open to juniors but used in the senior year ..... \$ 50.00
- Philadelphia Scholarship:* Open to Young Friends.
- Quarterly Meeting Scholarships:* Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund. Each ..... \$100.00
- Amos and Martha Ragan Family Memorial Scholarships.*
- David Troll Rees Music Scholarship:* Open to majors in music ..... \$100.00
- Mary Lynn Richardson Scholarship:* Open to students from certain other countries who expect to return to such countries after completing study here.
- Riverside Manufacturing Company Scholarship.*
- William Lee and Ruth C. Rudd Scholarships:* Open to men students from Alamance and Caswell counties in North Carolina. Each ..... \$100.00
- Lucy Stella Schieffelin Scholarships:* Three or four annual awards to students of exceptional promise.
- B. Clyde Shore Journalism Scholarship:* Open to students especially interested in some form of creative writing ..... \$100.00

*B. Clyde Shore: Quaker Leadership Scholarships.*

*Elisha Thomas and Louisa Bradshaw Snipes Scholarship.*

*Ethel Speas Scholarship.*

*Amos Stuart Scholarship:* Open to young men of outstanding ability.

*Tripp Scholarship:* Open to Young Friends in North Carolina Yearly Meeting.

*J. M. Ward Scholarships:* Open to Young Friends of Tennessee, Ohio, and North Carolina who show promise of leadership in the Society of Friends.

*The Western Electric Scholarship.*

*Henryanna Hackney White Scholarship.*

*Clara D. Willitts Scholarship.*

## BOARD OF TRUSTEES

Robert H. Frazier, *Chairman*

Byron A. Haworth, *Secretary*

Horace S. Haworth, *Treasurer*

	Term Expires
Ruth Newlin Coble, Guilford College .....	1964
L. Elton Warrick, Goldsboro .....	1964
William A. Wolff, Winston-Salem .....	1964
Rufus White, Greensboro .....	1965
F. Duval Craven, Greensboro .....	1965
C. Gurney Robertson, White Plains .....	1965
Edwin P. Brown, Murfreesboro .....	1966
Eunice A. Parker, High Point .....	1966
Byron A. Haworth, High Point .....	1967
Ed Mendenhall, High Point .....	1967
Robert H. Frazier, Greensboro .....	1968
Horace S. Haworth, High Point .....	1968
Hugh W. Moore, Philadelphia, Pa. ....	1968
Luby R. Casey, Goldsboro .....	1969
Nereus C. English, Thomasville .....	1969
B. Clyde Shore, Winston-Salem .....	1969

## ADMINISTRATIVE AND OTHER OFFICERS

Clyde A. Milner, A.B., A.M., B.D., Ph.D., LL.D.  
*President*

E. Daryl Kent, A.B., B.D., Ph.D.  
*Dean of the College*

David H. Parsons, Jr., A.B., A.M.  
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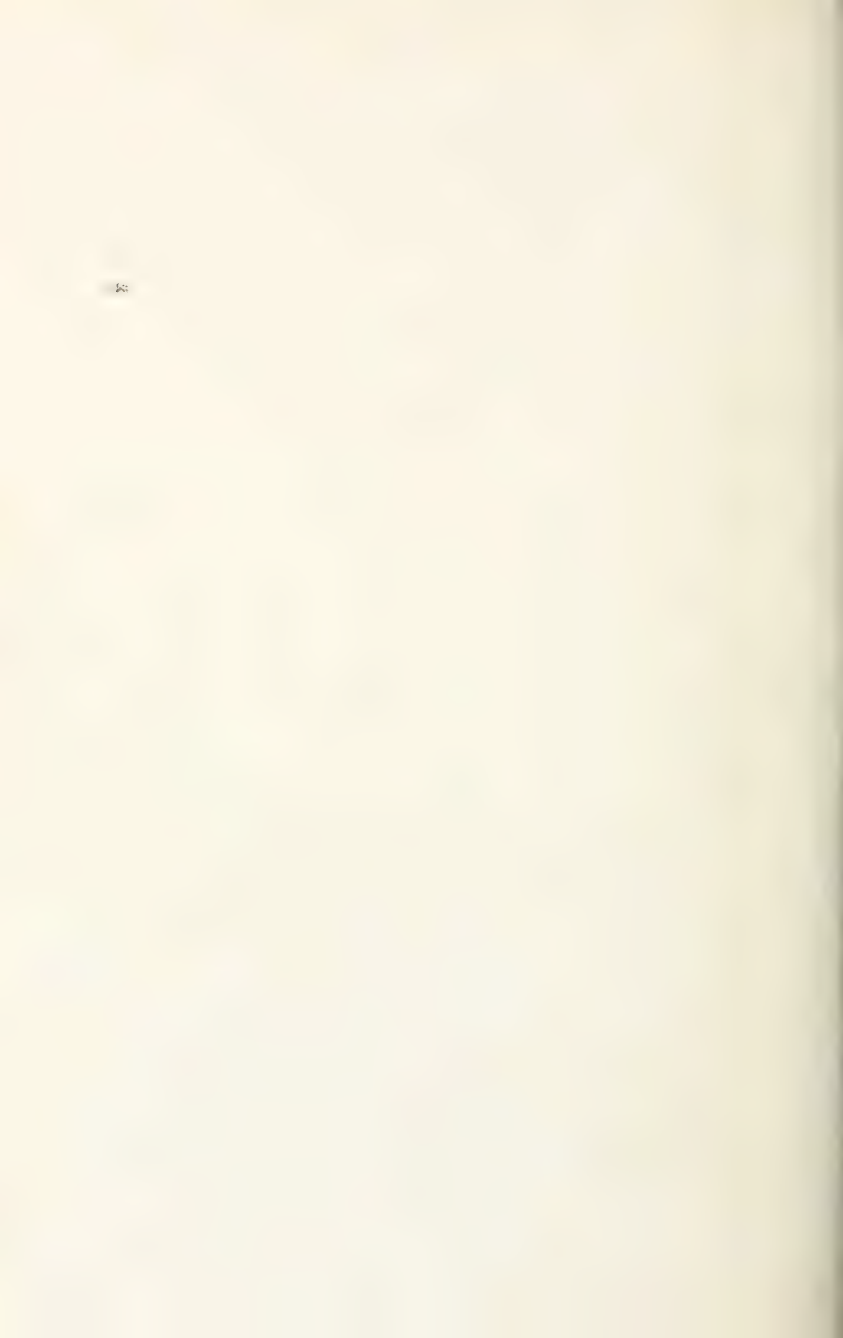
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Summer Session

at

Guilford College

June 7 to August 8, 1965

GUILFORD COLLEGE BULLETIN

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# GUILFORD COLLEGE

## THE SUMMER SCHOOL PROGRAM

### PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

### CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education. Guilford is a member of the American Association of University Women.



## SUMMER SCHOOL CALENDAR

1965

Registration, Monday, June 7, 1965

Classes begin, Tuesday, June 8, 1965

Last day to add courses or change course sections,

Thursday, June 10, 1965

Holiday, July 4, 5, 6, 1965

End of 1st half, July 3, 1965

Meeting of the Board of Trustees, Friday, July 16, 1965

Final Examinations, Wednesday, August 4, and Thursday, August 5, 1965

Graduation Exercises, Sunday, August 8, 1965, 3:00 p.m.

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### EXAM SCHEDULE

#### WEDNESDAY, AUGUST 4

8:00 a.m.—First and second period classes

1:30 p.m.—Third period classes

#### THURSDAY, AUGUST 5

8:00 a.m.—Fourth period classes

1:30 p.m.—Fifth period classes

All examinations to be given in regularly assigned classrooms.

All grades to be in the Registrar's Office by 9:00 a.m. Friday, August 6, 1965.

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### EXPENSES

Tuition charges are \$20.00 per credit hour plus \$10.00 registration fee. Board and room are provided for \$16.50 per week. There is, in addition, an activity fee of \$1.50 per student. All fees are payable at registration.

Each class must have a minimum enrollment of eight students.

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## SCHEDULE OF COURSES

### BIOLOGY

BIOLOGY 113-114. General Biology. *Eight credit hours*, first and second periods, 8:00-9:50 a.m. Room K119. Dr. Bryden.

BIOLOGY 332—Invertebrate Zoology. *Four credit hours*, fourth period, 11:00-11:50 a.m. Room K119. Dr. Bryden.

### ECONOMICS

ECONOMICS 221—General Economics. *Three credit hours*, third period, 10:00-10:50 a.m. Room K224. Mr. T. Moore.

ECONOMICS 331—Money and Banking. *Three credit hours*, fifth period, 12:00-12:50. Room K223. Mr. Lockard.

ECONOMICS 441—Labor Economics. *Three credit hours*, third period, 10:00-10:50 a.m. Room K223. Mr. Lockard.

### EDUCATION

EDUCATION 221—The American Public School. *Three credit hours*, third period, 10:00-10:50 a.m. Room K221. Mr. Bailey.

EDUCATION 326—Music for Elementary School Teachers. *Three credit hours*, fifth period, 12:00-12:50. Room D202. Mr. Smyre.

EDUCATION 372—The Secondary School. *Three credit hours*, third period, 10:00-10:50 a.m. Room K214. Mr. Appenzeller.

EDUCATION 388—Methods and Procedures in the Secondary School. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K214. Mr. Appenzeller.

EDUCATION 400—Practice Teaching. To be scheduled. Mr. Bailey.

### ENGLISH

ENGLISH 101—Grammar and Composition. *Three credit hours*, third period, 10:00-10:50 a.m. Room K111. Staff.

ENGLISH 102—Literature and Composition. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K111. Staff.

ENGLISH 201—Western World Literature. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K221. Staff.

ENGLISH 224—American Literature. *Three credit hours*, third period, 10:00-10:50 a.m. Room K112. Staff.

ENGLISH 233—Survey of English Literature. *Three credit hours*, third period, 10:00-10:50 a.m. Room K119. Staff.



## FRENCH

FRENCH 101-102—Elementary. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K112. Mrs. Payne.

FRENCH 103-104—Intermediate. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K222. Mrs. Deagon.

## GERMAN

GERMAN 103-104—Intermediate. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K202. Staff.

## HISTORY

HISTORY 113-114—Modern European History. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K221. Dr. Hood.

HISTORY 307-308—History of World Civilization. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K224. Dr. Josephine Moore.

## MATHEMATICS

MATHEMATICS 101-102—Freshman Mathematics. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K211. Mr. Boyd.

MATHEMATICS 499—Research. *Three credit hours*. Time and place to be scheduled. Mr. Boyd.

## MUSIC

MUSIC 111—Music Appreciation. *Three credit hours*, third period, 10:00-10:50 a.m. Room D104. Mr. Smyre.

MUSIC 112—Music Appreciation. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room D104. Mr. Smyre.

## NATURAL SCIENCE

NATURAL SCIENCE 101—The Physical World. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K202. Mr. Ingraham.

NATURAL SCIENCE 102—Man and the Biological World. *Three credit hours*, fifth period, 12:00-12:50 a.m. Room K212. Mr. Ward.

## PHILOSOPHY

PHILOSOPHY 401-402—Survey of Religious and Philosophical Thought in Western Civilization. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K212. Mr. Redding.

## PHYSICAL EDUCATION

PHYSICAL EDUCATION 447—Anatomy (Human). *Three credit hours*, third period, 10:00-10:50 a.m. Gym. Mr. Maynard.

PHYSICAL EDUCATION 448—Physiology. *Three credit hours*, fourth period, 11:00-11:50 a.m. Gym. Mr. Maynard.

## POLITICAL SCIENCE

POLITICAL SCIENCE 112—American Government: National. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K223. Dr. Burris.

POLITICAL SCIENCE 335—American Constitutional Law. *Three credit hours*, third period, 10:00-10:50 a.m. Room K213. Dr. Burris.

## PSYCHOLOGY

PSYCHOLOGY 201—General Psychology. *Four credit hours*, third period, 10:00-10:50 a.m., also laboratory. Room K212. Mr. Vance.

PSYCHOLOGY 331—Educational Psychology. *Three credit hours*, fifth period, 12:00-12:50. Room K128. Prerequisite, Psychology 201. Mr. Vance.

## RELIGION

RELIGION 305—Survey of Old Testament Literature. *Three credit hours*, third period, 10:00-10:50 a.m. Room K211. Dr. F. Moore.

RELIGION 306—Survey of New Testament Literature. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K211. Dr. F. Moore.

## SOCIOLOGY

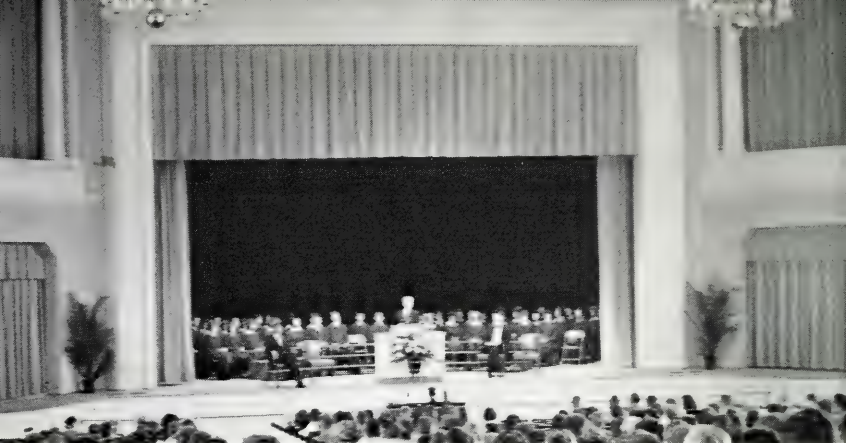
SOCIOLOGY 200—Introduction and Principles of Sociology. *Three credit hours*, fourth period, 11:00-11:50 a.m. Room K213. Dr. Stafford.

SOCIOLOGY 420—Social Structure. *Three credit hours*, third period, 10:00-10:50 a.m. Room K202. Dr. Stafford.

## SPANISH

SPANISH 101-102—Elementary. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K213. Mrs. Hunt.

SPANISH 103-104—Intermediate. *Six credit hours*, first and second periods, 8:00-9:50 a.m. Room K111. Mr. Hilty.



SPACIOUS DANA AUDITORIUM SEATS 1,000

## GUILFORD COLLEGE

### THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. Its grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun. Guilford was founded in 1837 and in 1962 celebrated the completion of 125 years of uninterrupted educational service.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban village of Guilford College, self sufficient with up-to-date shopping district, is adjacent to the campus. The New Garden Meeting of Friends offers a place of worship near at hand. The college campus is within the city limits of Greensboro, with churches of nearly every denomination and every cultural and shopping advantage of an urban center.

Guilford College, operated by the Society of Friends (Quakers), is in practice non-sectarian, wel-

coming students of every denomination. Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake, with swimming, boating, and picnic facilities. Nearby are eight asphalt tennis courts and a paved outdoor game area lighted for night use.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.

*For further information write to:*

DR. CLYDE A. MILNER

President of the College

GUILFORD COLLEGE, GREENSBORO, N. C.

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## THE GREENSBORO DIVISION

The Greensboro Division of Guilford College, now in its fifteenth year, offers instruction in spacious new buildings made possible by the wisdom and generosity of civic, business and industrial leaders. This division maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

For complete information about the Greensboro Division, call or write:

DR. GRADY E. LOVE, *Director*

Greensboro Division of Guilford College

501 West Washington Street, Greensboro, N. C.

Telephone BR 5-5395



CHARLES A. DANA AUDITORIUM



GUILFORD'S SHADED CAMPUS





Forty-Ninth Annual  
Summer Session

at

Guilford College

June 6 to August 7, 1966

GUILFORD COLLEGE BULLETIN

Published Monthly by Guilford College

Second class postage paid at Greensboro, N. C.

# GUILFORD COLLEGE

## THE SUMMER SCHOOL PROGRAM

### PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

### CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education. Guilford is a member of the American Association of University Women.

Students who want credits transferred from Guilford College to their own college, *must* enclose permission from their college along with summer session registration application.

## SUMMER SCHOOL CALENDAR 1966

Registration, Monday, June 6, 1966  
Classes begin, Tuesday, June 7, 1966  
Last day to add courses or change course sections,  
Thursday, June 9, 1966  
End of first half, July 2, 1966  
Holiday, July 4, 1966  
Meeting of the Board of Trustees, Friday, July 22, 1966  
Final Examinations, Wednesday, August 3, and Thursday,  
August 4, 1966  
Graduation Exercises, Sunday, August 7, 1966, 3 p.m.

### EXAM SCHEDULE

WEDNESDAY, AUGUST 3, 1966

8:00 a.m.—First and second period classes

1:30 p.m.—Third period classes

THURSDAY, AUGUST 4, 1966

8:00 a.m.—Fourth period classes

1:30 p.m.—Fifth period classes

All examinations to be given in regularly assigned classrooms.

All grades to be in the Registrar's Office by 9:00 a.m. Friday, August 5, 1966.

### EXPENSES

Tuition charges are \$26.00 per credit hour plus \$10.00 registration fee. Board and room are provided for \$16.50 per week. There is, in addition, an activity fee of \$1.50 per student.

Linen Service (optional)

\$5.00 for nine weeks—2 sheets, 2 towels and 1 pillow case once a week. A \$5.00 refundable deposit is necessary.

All fees are payable at registration.

Each class must have a minimum enrollment of eight students.

## ADMINISTRATIVE AND OTHER OFFICERS

GRIMSLEY T. HOBBS, A.B., M.A., Ph.D.  
*President*

E. DARYL KENT, A.B., B.D., Ph.D.  
*Dean of the College*

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*Director of Admissions and Head Resident,  
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*Associate Librarian*

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*Alumni Secretary*

JOHN M. PIPKIN, A.B., A.M.  
*Director of Yearly Meeting Relations*

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*Professor of Education and Director of Athletics*

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*Associate Professor of Education*

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*Assistant in Psychology*

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*Assistant Professor of English*

LIGIA D. HUNT, B.A., M.A.  
*Assistant Professor of Spanish*



DAN A. JONES, B.A., M.Ed.  
*Instructor in German*

E. KIDD LOCKARD, A.B., A.M.  
*Associate Professor of Economics and  
Business Administration*

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*Professor of Chemistry*

F. MILDRED MARLETTE, A.B., M.A.  
*Associate Professor of English*

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*Associate Professor and Director of Men's  
Physical Education*

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*Associate Professor of History*

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*Assistant Professor of Sociology*

MICHAEL PARRISH, B.S.  
*Laboratory Assistant*

JOHN M. PIPKIN, A.B., A.M.  
*Assistant Professor of Religion and Director  
of Yearly Meeting Relations*

HERBERT G. REID, B.A., M.A.  
*Assistant Professor of Political Science*

JERRY M. SMYRE, A.B., A.M.  
*Assistant Professor of Music*

ALEXANDER R. STOESSEN, A.B., A.M., Ph.D.  
*Assistant Professor of History*

EUGENE H. THOMPSON, JR., A.B., A.M.  
*Assistant Professor of French*

RICHARD C. WARD, B.S., M.S.  
*Assistant Professor of Biology*

E. NEWSOM WILLIAMS, JR., A.B.  
*Instructor in Psychology*

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## CODE FOR CLASS HOURS

First and Second Periods combined . . . . .	7:30- 9:40
Third Period . . . . .	9:50-10:50
Fourth Period . . . . .	11:00-12:00
Fifth Period . . . . .	12:10- 1:10

Classes meet five days a week Monday through Friday. There are no Saturday classes.

# BLOCK SCHEDULE

## SUMMER SESSION 1966

### *First and Second Periods*

*Biology 113-114	8 hrs.	K119	Bryden
French 101-102	6	K112	Thompson
French 103-104	6	K213	A. Deagon
German 103-104	6	K202	Jones
History 221-222	6	K221	Stoesen
History 301-302 A	6	K224	Burrows
History 301-302 B	6	K223	J. Moore
Latin 103-104	6	K212	Appenzeller
Math 101-102	6	K211	Boyd
Philosophy 401-402	6	K214	Millholland
Spanish 103-104	6	K111	Hunt

### *Third Period*

Chemistry 222 (Lab 4th & 5th)	4	K119	Ljung
Economics 221	3	K224	Courtney
Economics 336	3	K223	Lockard
Education 221	3	K221	Bailey
Education 372	3	K214	Appenzeller
English 101	3	K111	Cobb
English 223	3	K112	Marlette
Music 111	3	D104	Smyre
Physical Ed 115	3	Gym	Maynard
*Psychology 201	4	K212	Parrish
Psychology 222	3	K222	Britt
Political Science 445	3	K213	Reid
Religion 305	3	K211	Pipkin
Sociology 214	3	K202	Myers

### *Fourth Period*

*Biology 332	4	K119	Bryden
Education 388	3	K214	Appenzeller
English 102	3	K111	Marlette
English 201	3	K221	Cobb
English 233	3	K212	D. Deagon
Music 112	3	D104	Smyre
*Natural Science 102	3	K202	Ward
Physical Ed 225	3	Gym	Maynard
Political Science 112	3	K223	Reid
Psychology 226	3	K212	Britt
Religion 306	3	K211	Pipkin
Sociology 200	3	K213	Myers

### *Fifth Period*

Economics 331	3	K223	Lockard
Education 326	3	D202	Smyre
Physical Ed 337	2	Gym	Maynard
Psychology 331	3	K214	Williams

\* Labs to be scheduled

# SCHEDULE OF COURSES

## BIOLOGY

- BIOLOGY 113-114—General Biology. *Eight credit hours.*  
Room K119, first and second periods. Bryden. 2 hours  
lab daily — to be scheduled.
- BIOLOGY 332—Invertebrate Zoology. *Four credit hours.*  
Room K119, fourth period. Bryden. 3 hours lab twice a  
week — to be scheduled.

## CHEMISTRY

- CHEMISTRY 222—Quantitative Analysis. *Four credit hours.*  
Room K119. Lecture and Lab, third, fourth and fifth  
periods. Ljung.

## ECONOMICS

- ECONOMICS 221—General Economics. *Three credit hours.*  
Room K224, third period. Courtney.
- ECONOMICS 331—Money and Banking. *Three credit hours.*  
Room K223, fifth period. Lockard.
- ECONOMICS 336—Business Finance. *Three credit hours.*  
Room K223, third period. Lockard.

## EDUCATION

- EDUCATION 221—The American Public School. *Three credit hours.* Room K221, third period. Bailey.
- EDUCATION 326—Music for Elementary School Teachers. *Three credit hours.* Room D202, fifth period. Smyre.
- EDUCATION 372—The Secondary School. *Three credit hours.*  
Room K214, third period. Appenzeller.
- EDUCATION 388—Methods and Procedures in the Secondary School. *Three credit hours.* Room K214, fourth period. Appenzeller.
- EDUCATION 400—Practice teaching. To be scheduled.  
Bailey.

## ENGLISH

- ENGLISH 101—Grammar and Composition. *Three credit hours.* Room K111, third period. Cobb.
- ENGLISH 102—Reading and Composition. *Three credit hours.* Room K111, fourth period. Marlette.
- ENGLISH 201—Survey of Western World Literature. *Three credit hours.* Room K221, fourth period. Cobb.
- ENGLISH 223—Survey of American Literature. *Three credit hours.* Room K112, third period. Marlette.

ENGLISH 233—Survey of English Literature. *Three credit hours.* Room K212, fourth period. D. Deagon.

## FRENCH

FRENCH 101-102—Elementary. *Six credit hours.* Room K112, first and second periods. Thompson.

FRENCH 103-104—Intermediate. *Six credit hours.* Room K213, first and second periods. A. Deagon.

## GERMAN

GERMAN 103-104—Intermediate. *Six credit hours.* Room K202, first and second periods. Jones.

## HISTORY

HISTORY 221-222—History of the U. S. *Six credit hours.* Room K221, first and second periods. Stoesen.

HISTORY 301-302-A—History of World Civilization. *Six credit hours.* Room K224, first and second periods. Burrows.

HISTORY 301-302 B—History of World Civilization. *Six credit hours.* Room K223, first and second periods. J. Moore.

## LATIN

LATIN 103-104—Intermediate. *Six credit hours.* Room K212, first and second periods. Appenzeller.

## MATHEMATICS

MATHEMATICS 101-102—Freshman Mathematics. *Six credit hours.* Room K211, first and second periods. Boyd.

## MUSIC

MUSIC 111—Music Appreciation. *Three credit hours.* Room D104, third period. Smyre.

MUSIC 112—Music Appreciation. *Three credit hours.* Room D104, fourth period. Smyre.

## NATURAL SCIENCE

NATURAL SCIENCE 102—The Biological World. *Three credit hours.* Room K202, fourth period. Ward. Lab twice a week — to be scheduled.

## PHILOSOPHY

PHILOSOPHY 401-402—Survey of Religious and Philosophical Thought in Western Civilization. *Six credit hours.* Room K214, first and second periods. Millholland.



## PHYSICAL EDUCATION

PHYSICAL EDUCATION 115—Personal Hygiene. *Three credit hours.* Gym, third period. Maynard.

PHYSICAL EDUCATION 225—Principles of Health and Physical Education. *Three credit hours.* Gym, fourth period. Maynard.

PHYSICAL EDUCATION 337—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball and Badminton. *Two credit hours.* Gym, fifth period. Maynard.

## POLITICAL SCIENCE

POLITICAL SCIENCE 112—Introduction to American Government. *Three credit hours.* Room K223, fourth period. Reid.

POLITICAL SCIENCE 445—American Political Thought. *Three credit hours.* Room K213, third period. Reid.

## PSYCHOLOGY

PSYCHOLOGY 201—General Psychology. *Four credit hours.* Room K212, third period. Parrish. 2 hours lab twice a week — to be scheduled.

PSYCHOLOGY 222—Child Psychology. *Three credit hours.* Room K222, third period. Britt.

PSYCHOLOGY 226—Adolescent Psychology. *Three credit hours.* Room K212, fourth period. Britt.

PSYCHOLOGY 331—Educational Psychology. *Three credit hours.* Prerequisite: Psychology 201 and either 222 or 226. Room K214, fifth period. Williams.

## RELIGION

RELIGION 305—Development of Religion in the Bible. *Three credit hours.* Room K211, third period. Pipkin.

RELIGION 306—Development of Religion in the Bible. *Three credit hours.* Room K211, fourth period. Pipkin.

## SOCIOLOGY

SOCIOLOGY 200—Introduction and Principles. *Three credit hours.* Room K213, fourth period. Myers.

SOCIOLOGY 214—Urban Sociology and Community. *Three credit hours.* Room K202, third period. Myers.

## SPANISH

SPANISH 103-104—Intermediate. *Six credit hours.* Room K111, first and second periods. Hunt.

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The Library provides a quiet haven for study and research. It is air-conditioned and has more than ample space for our students.

The college provides the basic furniture for all student rooms. It does not provide pillows, bed-linens or blankets. You may bring your own linens or you may, for a small fee, rent sheets, pillow cases and towels from a linen supply service.

*For further information write to:*

CHARLES C. HENDRICKS

Director of Admissions

GUILFORD COLLEGE, GREENSBORO, N. C. 27410

Telephone 292-5512

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## THE DOWNTOWN DIVISION

The Downtown campus of Guilford College, now in its sixteenth year, offers instruction in spacious new buildings made possible by the wisdom and generosity of civic, business and industrial leaders. This campus maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

For complete information about the Downtown campus, call or write:

DAVID W. MORRAH, JR.

Director of Promotion and Development

Downtown Campus of Guilford College

501 West Washington Street, Greensboro, N. C.

Telephone 275-5385

# GUILFORD COLLEGE, DOWNTOWN CAMPUS

## COLLEGE CREDIT PROGRAM

### ALL CLASSES OFFERED AT NIGHT

- BUSINESS 111—Beginning Typewriting (2)  
Pierce, M.W.F., 8:10-10:00, B-2
- BUSINESS 112—Intermediate Typewriting (2)  
Staff, M.W.F., 6:00-7:50, B-2
- BUSINESS 114—Intermediate Shorthand (3)  
Hall, M.W.F., 6:00-7:50, B-6
- BUSINESS 221—Advanced Dictation (3)  
Hall, M.W.F., 8:10-10:00, B-6
- ECONOMICS 111—Economic Development of the U. S. (3)  
Pope, M.W.F., 8:10-10:00, A-205
- ECONOMICS 112—Introduction to Business (3)  
Courtney, M.W.F., 6:00-7:50, A-201
- ECONOMICS 223—Business Law I (3)  
Osborne, M.W.F., 6:00-7:50, A-205
- ECONOMICS 225—Accounting I (3)  
Smalley, M.W.F., 7:00-10:00, A-202
- ECONOMICS 226—Accounting II (3)  
Westergaard, M.W.F., 7:00-10:00, A-301
- ECONOMICS 335—Business Organization and Management (3)  
Courtney, M.W.F., 8:10-10:00, A-201
- ECONOMICS 336—Business Finance (3)  
Lockard, M.W.F., 6:00-7:50, A-102
- EDUCATION 221—The American Public School (3)  
Medlin, M.W.F., 8:10-10:00, A-102
- EDUCATION 371—The Elementary School (3)  
E. Bingham, M.W.F., 8:10-10:00, A-105
- EDUCATION 372—The Secondary School (3)  
Medlin, M.W.F., 6:00-7:50 (To be assigned)
- ENGLISH 10—Remedial English (0)  
Elliott, M.W.F., 6:00-7:50, A-302
- ENGLISH 101—Grammar and Composition (3)  
L. W. Anderson, M.W.F., 6:00-7:50, B-1
- ENGLISH 102—Reading and Composition (3)  
K. Harrell, M.W.F., 8:10-10:00, A-207
- ENGLISH 201—Survey of Western World Literature (3)  
Bunn, M.W.F., 6:00-7:50, A-105

- ENGLISH 329—Children's Literature (3)  
L. W. Anderson, M.W.F., 8:10-10:00, B-1
- ENGLISH 223—Survey of American Literature (3)  
K. Harrell, M.W.F., 6:00-7:50, A-207
- HISTORY 221-222—History of the United States (6)  
Caffrey, M.W.F., 6:00-10:00, A-203
- FIRST YEAR HIGH SCHOOL ALGEBRA—(1 unit H. S. Credit)  
Snyder, M.W.F., 6:00-10:00 (To be assigned)
- SECOND YEAR HIGH SCHOOL ALGEBRA—(1 unit H. S. Credit)  
Williams, M.W.F., 6:00-10:00, Sci Lab
- HIGH SCHOOL PLANE GEOMETRY—(1 unit H. S. Credit)  
Kenan, M.W.F., 6:00-10:00 (To be assigned)
- MATHEMATICS 10—Remedial Mathematics (0)  
Staff, M.W.F., 8:10-10:00, A-304
- MATHEMATICS 102—Freshman Mathematics (3)  
Staff, M.W.F., 6:00-7:50, A-304
- MATHEMATICS 103-104—Mathematics for Elementary Teachers (6)  
Walker, M.W.F., 6:00-10:00, A-303
- NATURAL SCIENCE 101—The Physical World (3)  
Staff, M.W.F., 7:00-10:00, Sci Lab
- NATURAL SCIENCE 102—Human Biology (3)  
Ward, M.W.F., 7:00-10:00, Bio Lab
- PHYSICAL EDUCATION 115—Personal Hygiene (3)  
Staff, M.W.F., 8:10-10:00, A-302
- POLITICAL SCIENCE 112—American Government: National (3)  
Reid, M.W.F., 6:00-7:50, A-103
- POLITICAL SCIENCE 221—State and Local Government (3)  
Reid, M.W.F., 8:10-10:00, A-103
- PSYCHOLOGY 201—General Psychology (4)  
Parrish, M.W.F., 7:00-10:00, A-106
- PSYCHOLOGY 331—Educational Psychology (3)  
Harris, M.W.F., 6:00-7:50, A-305
- PSYCHOLOGY 445—Current Psychologies (3)  
Friedman, M.W.F., 8:10-10:00, A-305
- SOCIOLOGY 200a—Introduction and Principles (3)  
R. Johnson, M.W.F., 6:00-7:50, Lec Room
- SOCIOLOGY 200b—Introduction and Principles (3)  
R. Johnson, M.W.F., 8:10-9:30 (To be assigned)



## BUSINESS EDUCATION PROGRAM

### CLASS SCHEDULE

<i>Course</i>	<i>Instructor</i>	<i>Days</i>	<i>Hours</i>	<i>Room No.</i>
Accounting I	Smalley	M. W. F.	7:00-10:00	A-202
Accounting II	Westergaard	M. W. F.	7:00-10:00	A-301
Business English	Pierce	M. W. F.	6:00- 7:50	B-3
Business Math	Staff	M. W. F.	8:10-10:00	B-3
Business Law I	Osborne	M. W. F.	6:00- 7:50	A-205
Office Machines	Lowrance	M. W. F.	8:10-10:00	B-4
Shorthand II	Hall	M. W. F.	8:10-10:00	B-6
Advanced Dictation	Hall	M. W. F.	6:00- 7:50	B-2
Typing I	Pierce	M. W. F.	8:10-10:00	B-2
Typing II	Staff	M. W. F.	6:00- 7:50	B-6

### READING CLINIC

Junior High School Level (night)

A. Stewart, M.W., 6:00-8:00, B-5

Senior High School and Adult Level (night)

A. Stewart, M.W., 8:00-10:00, B-5

1966 - 1967

NO CATALOGUE ISSUED

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Fiftieth  
Annual Summer Session  
at  
GUILFORD COLLEGE  
*1967*

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GUILFORD COLLEGE BULLETIN

Published Monthly by Guilford College

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# GUILFORD COLLEGE

## THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. Its grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun. Guilford was founded in 1837 and in 1962 celebrated the completion of 125 years of uninterrupted educational service.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban village of Guilford College, self-sufficient with up-to-date shopping district, is adjacent to the campus. The New Garden Meeting of Friends offers a place of worship near at hand. The college campus is within the city limits of Greensboro, with churches of nearly every denomination and every cultural and shopping advantage of an urban center.

Guilford College, affiliated with the Society of Friends (Quakers), is in practice non-sectarian, welcoming students of every denomination. Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake with swimming and picnic facilities. Nearby are eight asphalt tennis courts and a paved outdoor game area lighted for night use.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.



# GUILFORD COLLEGE

## THE SUMMER SCHOOL PROGRAM

### PURPOSE

The summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as courses taught during the regular academic year. The same high academic standards are maintained.

A limited number of required freshman courses are offered in the summer sessions.

### CREDITS

Credits up to fourteen hours may be earned during the two summer sessions. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education. Guilford is a member of the American Association of University Women.

Students who want credits transferred from Guilford College to their own college, *must* enclose permission from their college along with summer session registration application.

## SUMMER SESSION 1967

FIRST TERM—July 1 to July 15—Main Campus

(Room and Board Available)

June 1, Thursday	Registration 8 a.m. to 12 noon Founders Basement
June 2, Friday	Classes begin
June 5, Monday	Last day to add courses or change course sections
July 4, Tuesday	Holiday
July 13, Thursday	} Final Examinations
July 14, Friday	

SECOND TERM—July 17 to August 29—Downtown Campus

(Day Students Only)

July 17, Monday	Registration
July 18, Tuesday	Classes begin
July 20, Thursday	Last day to add courses or change course sections
July 21, Friday	Meeting of the Board of Trustees
August 28, Monday	} Final Examinations
August 29, Tuesday	

EVENING TERM—June 5 to August 4—Downtown Campus

(Monday, Wednesday, Friday evening classes)

June 1, Thursday	} Registration
June 2, Friday	
June 5, Monday	Classes begin
June 7, Wednesday	Last day to add courses or change course sections
August 3, Thursday	} Final Examinations
August 4, Friday	

## EXAMINATION SCHEDULE

### FOR FIRST TERM:

Thursday, July 13, 1967

8:00 a.m.—First period classes

1:30 p.m.—Second period classes

Friday, July 14, 1967

8:00 a.m.—Third period classes

### FOR SECOND TERM:

Monday, August 28, 1967

8:00 a.m.—First period classes

1:30 p.m.—Second period classes

Tuesday, August 29, 1967

8:00 a.m.—Third period classes

### FOR EVENING TERM:

Thursday, August 3, 1967

6:00 p.m.—Classes that meet at 6:00 p.m.

Friday, August 4, 1967

6:00 p.m.—Classes that meet at 8:10 p.m.

## CODE FOR DAY CLASS HOURS

First Period ..... 8:00 a.m.- 9:30 a.m.

Second Period ..... 9:40 a.m.-11:10 a.m.

Third Period ..... 11:20 a.m.-12:50 p.m.

Day classes meet five days a week Monday through Friday.  
There are no Saturday classes.

## CODE FOR NIGHT CLASS HOURS

First Period ..... 6:00 p.m.- 7:50 p.m.

Second Period ..... 8:10 p.m.-10:00 p.m.

Night classes meet Monday, Wednesday and Friday for nine weeks.

## EXPENSES

### MAIN CAMPUS

Tuition charges are \$32.00 per credit hour plus a \$10.00 registration fee. Room and board are provided during the first six weeks only for \$18.00 per week. There is, in addition, an activity fee of \$1.50 per student.

Linen—two sheets, two towels and one pillow case per week—will be furnished by the college.

All fees are payable at registration.

The college reserves the right to cancel classes which have enrollment of less than twelve.

### DOWNTOWN CAMPUS

Tuition charges are \$32.00 per credit hour plus a \$10.00 registration fee. The fee for non-credit courses, such as Reading Clinic, Business Education, High School Courses or Audit, is \$45.00 per course.

### CREDIT

A maximum of seven hours credit may be earned during the first six weeks on the Main Campus. A maximum of seven hours credit may be earned during the second six weeks at the Downtown Campus. A maximum of seven hours credit may be earned during the nine weeks at the Downtown Campus in evening classes. A total maximum of fourteen hours credit may be earned during Guilford College's 1967 Summer Session.

# ADMINISTRATION OF GUILFORD COLLEGE

## GENERAL ADMINISTRATION

### *President*

Grimsley T. Hobbs, A.B., M.A., Ph.D.

### *Associate to the President*

Jerry H. Godard, B.S., M.S., M.A., Ed. D.

### *Assistant to the President for the Downtown Campus*

David W. Morrah, Jr., B.S.

### *Special Assistant to the President*

Charles C. Hendricks, A.B.

## ACADEMIC AFFAIRS

### *Academic Dean*

E. Daryl Kent, A.B., B.D., Ph.D.

### *Director of Libraries*

Herbert L. Poole, A.B., M.S.L.S.

### *Associate Librarian*

Treva Mathis, A.B.

### *Registrar*

Floyd A. Reynolds, A.B., M.Ed.

### *Assistant Registrar—Downtown Campus*

Robert L. Willis, A.B.

### *Director of Admissions*

Robert A. Newton, A.B., M. Ed.

### *Assistant Director of Admissions—Downtown Campus*

Merle S. Corry, A.B.

### *Assistant Director of Admissions*

Alan G. Atwell, A.B.

## STUDENT AFFAIRS

### *Dean of Students*

William J. Lanier, B.S., M.S., Ph.D.

### *Dean of Women*

Nancy Knox Melleney, A.B.

### *Assistant Dean of Men and Head Resident of Milner Hall*

E. Wiley Ruth, B.A., M.Ed.

### *Counselors*

Claude C. Shotts, B.S., B.D.

William Scott Root, B.S., B.D., Downtown Campus



## BUSINESS AFFAIRS

### *Business Manager*

David H. Parsons, Jr., A.B., M.A.

### *Assistant Business Manager — Downtown Campus*

Charles G. Chilton, A.B.

### *Assistant Business Manager*

James C. Newlin, B.S.

### *Bursar*

Elizabeth S. Bergman

### *Superintendent of Buildings and Grounds*

Kelly E. Hill

### *Executive Housekeeper and Head Resident of Hobbs Hall*

Frances Mitchell

### *College Nurse*

Sue R. Smith, R.N.

### *Food Service Manager*

John L. Lee

ARA Slater Food Service

## DEVELOPMENT AFFAIRS

### *Director of Development*

T. Alvin Wheeler, Jr., B.A.

### *Consultant*

Charles W. Phillips, A.B., M.A.

### *Director of Yearly Meeting Relations*

John M. Pipkin, A.B., A.M.

## 1967 SUMMER SESSION FACULTY

L. W. ANDERSON, A.B., M.Ed.

*Instructor in English*

A.B., Duke University; M.Ed., University of North Carolina; Guilford College Downtown Campus since 1957.

HERBERT T. APPENZELLER, A.B., M.A., Ed.D.

*Professor of Education and Director of Athletics*

A.B., Wake Forest College; M.A., Wake Forest College; Ed.D., Duke University; Guilford College since 1956.

HAROLD M. BAILEY, A.B., M.Ed.

*Associate Professor of Education*

A.B., Grove City College; M.Ed., Pennsylvania State College; Graduate Study, Pennsylvania State College and University of Wisconsin; Guilford College since 1948.

ANNIE V. BELL, A.B., M.A.

*Assistant Professor of Elementary Education*

A.B., University of Chattanooga; M.A., Ohio State University; Guilford College since 1966.

JAMES R. BOYD, B.A., M.A.

*Associate Professor of Mathematics*

B.A., Trinity University; M.A., North Texas State College; Guilford College since 1961.

MORRIS F. BRITT, B.A., M.S.W.

*Assistant in Psychology*

B.A., Wake Forest College; M.S.W., University of North Carolina, Chapel Hill; Graduate Study, University of North Carolina, Greensboro; Guilford College part-time since 1965.

ROBERT R. BRYDEN, B.S., M.S., Ph.D.

*Professor of Biology*

B.S., Mount Union College; M.S., Ohio State University; Ph.D., Vanderbilt University; Guilford College since 1961.

WILLIAM D. CAFFREY, B.S., M.A., LL.B.

*Instructor in Economics*

B.S., Indiana State; M.A., George Washington University; LL.B., Duke University School of Law; Guilford College Downtown Campus since 1960.

FRED I. COURTNEY, B.B.A., M.A., Ph.D.

*Professor of Economics; Director of Management Development Programs*

B.B.A., Baylor University; M.A., Baylor University; Ph.D., American University; Guilford College since 1965.

CARTER R. DELAFIELD, B.A., M.A.

*Assistant Professor of English*

B.A., New York University; M.A., University of North Carolina at Greensboro; Guilford College since 1966.

WILLIAM E. FULCHER, B.S., M.A.

*Assistant Professor of Natural Science*

B.S., North Carolina State College; M.A., Appalachian State College; Guilford College since 1962.

JOHN C. GRICE, B.A.

*Assistant Professor of Political Science*

B.A., Wittenberg University; candidate for the Ph.D. degree in the Graduate School of International Studies of the University of Denver; Guilford College since 1966.

HIRAM H. HILTY, A.B., B.D.

*Professor of Spanish*

A.B., Bluffton College; B.D., Hartford Theological Seminary; Graduate Study, National University of Mexico; Graduate Study at Duke University; Guilford College since 1948.

HENRY G. HOOD, JR., B.A., M.A., Ph.D.

*Associate Professor of History*

B.A., Haverford College; M.A., Harvard University; Ph.D., University of Pennsylvania; Guilford College since 1964.

LIGIA D. HUNT, B.A., M.A.

*Assistant Professor of Spanish*

B.A., Puerto Rico; M.A., Columbia University; Guilford College since 1955.

OLIVER J. INGRAHAM, B.A., M.B.S.

*Assistant Professor of Natural Science*

B.A., Colorado College; M.B.S., University of Colorado; Guilford College since 1963.

ROBERT L. JOHNSON, A.B., M.H.A.

*Assistant Professor of Sociology*

A.B., Guilford College; M.H.A., School of Hospital Administration, Medical College of Virginia; Guilford College since 1965.

JAMES ALLEN KENAN, B.S.

*Instructor in Mathematics*

B.S., North Carolina State College; Guilford College Downtown Campus since 1964.

LEON H. LEE, A.B., M.A.

*Assistant Professor of English*

A.B., High Point College; M.A., Wake Forest College; Graduate Study at the University of South Carolina; Guilford College since 1964.

E. KIDD LOCKARD, A.B., A.M.

*Associate Professor of Economics and Business Administration*

A.B., Glenville State College, W. Va.; A.M., West Virginia University; Graduate Study at Western Reserve University and The American University; Guilford College since 1958.

GAIL L. LOWRANCE, B.S., M.A.

*Instructor in Business Courses*

B.S., Appalachian State Teachers College; M.A., University of North Carolina; Guilford College Downtown Campus since 1965.

STUART T. MAYNARD, A.B., M.Ed.

*Associate Professor and Director of Men's Physical Education*

A.B., Guilford College; M.Ed., University of North Carolina at Chapel Hill; Guilford College since 1951.

DONALD W. MILLHOLLAND, A.B., B.D., Ph.D.

*Assistant Professor of Philosophy*

A.B., Duke University; B.D., Union Theological Seminary; Ph.D., Duke University; Guilford College since 1965.

JOSEPHINE L. MOORE, A.B., A.M., Ph.D.

*Associate Professor of History*

A.B., Trinity University; A.M., University of Michigan; Ph.D., Cornell University; Guilford College since 1963.

THOMAS J. MOORE, B.A., M.A.

*Assistant Professor of Business Administration*

B.A. in Education, Arizona State College; M.A. in Education, Arizona State College; Graduate Study at University of North Carolina at Chapel Hill; Guilford College since 1953.

CLYDE D. NORTON, B.S., M.A.

*Lecturer in Psychology*

B.S., Northwestern University; M.A., Northwestern University; Graduate Study at Northwestern and University of Cincinnati; Guilford College since 1966.

FRANCES J. NORTON, B.A., M.A., Ph.D.

*Professor of Psychology*

B.A., University of Kansas City; M.A., University of Kansas City; Ph.D., State University of Iowa; Guilford College since 1966.

MALCOMB E. OSBORN, B.A., LL.B., LL.M.

*Instructor in Economics*

B.A., University of Maine; LL.B., Boston University of Law; LL.M., Boston University of Law Graduate School; Guilford College Downtown Campus since 1964.

ROSALIE ORTOLANI PAYNE, B.A.

*Instructor in French*

B.A., D'Youville College; Graduate Study at Boston College, St. Louis University and University of North Carolina at Chapel Hill; Guilford College since 1963.

LENORE G. PIERCE, A.B., M.A., Ed. S.

*Instructor in Business Education*

A.B., Milligan College; M.A., Peabody College; Ed. S., Peabody College; Guilford College Downtown Campus part-time since 1957.

JOHN M. PIPKIN, A.B., A.M.

*Assistant Professor of Religion and Director of Yearly Meeting Relations*

A.B., Guilford College; A.M., Guilford College; Guilford College since 1963.

JAMES A. POPE III, B.A., M.A.

*Instructor in Economics and Business Administration*

B.A., College of Wooster; M.A., Northwestern University; Guilford College since 1965.

GWEN REDDECK, B.S., M.Ed.

*Assistant Professor of Education*

B.S., High Point College; M.Ed., University of North Carolina at Greensboro; Guilford College since 1959.

EARL W. REDDING, A.B., A.M.

*Assistant Professor of Philosophy*

A.B., Guilford College; M.A., University of Miami; Guilford College since 1963.

DAVID P. RICE, B.S.

*Instructor in Psychology*

B.S., Louisiana College; Guilford College Downtown Campus since 1966.

JOHN O. RUNDELL, B.S., M.S.

*Assistant Professor of Biology*

A.B., Eastern Michigan University; M.S., Eastern Michigan University; Graduate Study at University of Michigan and North Carolina State University; Guilford College since 1963.

JOSE SANCHEZ-BOUDY, B.A., M.A., Ph.D.

*Instructor in Spanish*

B.A., Baldor College, Havana; M.A., University of Havana; Ph.D., University of Havana; Guilford College Downtown Campus since 1966.

HENRY C. SEMMLER, A.B., M.A., M.A.

*Assistant Professor of English*

A.B., Guilford College; M.A., Duke University; M.A., University of North Carolina; Guilford College since 1965.

WILLIAM F. SMALLEY, B.S.

*Instructor in Economics*

B.S., Guilford College; Guilford College Downtown Campus since 1960.

JERRY M. SMYRE, A.B., A.M.

*Assistant Professor of Music*

A.B., Elon College; M.A., Teachers' College, Columbia University; Graduate Study at American Conservatory, Fontainebleau, France, and at Columbia University; Guilford College since 1958.

DAVID B. STAFFORD, A.B., A.M., Ph.D.

*Professor of Sociology*

A.B., Guilford College; A.M., Haverford College; Ph.D., Duke University; Guilford College since 1946.



DOROTHY GILBERT THORNE, A.B., A.M.

*Professor of English and Curator of the Quaker Collection*

A.B., Earlham College; M.A., Columbia University; Guilford College  
1926-1954, since 1965.

JOYCE W. TIBBALS, B.A.

*Instructor in English*

B.A., Central Michigan University; Guilford College Downtown Campus  
since 1965.

KENNETH D. WALKER, A.B., M.Ed.

*Assistant Professor of Mathematics*

A.B., East Carolina; M.Ed., University of Georgia; Guilford College since  
1962.

THOMAS E. WALKER, B.S., M.Ed.

*Instructor in Business Education*

B.S., High Point College; M.Ed., University of North Carolina at Greens-  
boro; Guilford College since 1966.

RICHARD C. WARD, B.S., M.S.

*Assistant Professor of Biology*

B.S., University of Connecticut; M.S., University of Massachusetts; Guil-  
ford College since 1961.

E. NEWSOM WILLIAMS, JR., A.B.

*Instructor in Psychology*

A.B., Guilford College; Guilford College since 1965.

GEORGE W. WILLIAMS, B.S., M. Ed.

*Instructor in High School Mathematics*

B.S., Guilford College; M. Ed., University of North Carolina, Greensboro;  
Graduate Study University of North Carolina, Greensboro; Guilford Col-  
lege Downtown Campus part-time since 1958.

## COURSE TITLES

Biology 113—General Biology .....	First session
Biology 114—General Biology .....	Second session
Biology 223—General Biology .....	First session
Biology 331—Physiology of the Human Body .....	First session
Biology 441-442—Human Anatomy and Physiology .....	First session
Economics 111—Economic Develop- ment of the United States .....	Second and night session
Economics 221—Economic Principles .....	First session
Economics 222—Economic Principles .....	Second session
Economics 223—Business Law I .....	Night session
Economics 224—Business Law II .....	Night session
Economics 225—Elements of Accounting I .....	Night session
Economics 226—Elements of Accounting II .....	Night session
Economics 234—Elements of Statistics .....	Night session
Economics 331—Money and Banking .....	First and night session
Economics 333—Personnel Psychology .....	Night session
Economics 336—Business Finance .....	Second and night session
Economics 441—Labor Economics .....	Second session
Education 221—The American Public School .....	First, second and night session
Education 326—Music for the Elemen- tary School Teacher .....	First session
Education 371—The Elementary School .....	Second session
Education 372—The Secondary School .....	First and night session
Education 388—Methods and Pro- cedures in the Secondary School .....	First and night session
Education 400—Observation and Directed Teaching .....	First session
English 101—Grammar and Composition ..	First, second and night session
English 201—Survey of Western World Literature .....	Night session
English 223—Survey of American Literature .....	First session
English 224—Survey of American Literature .....	Second session
English 233—Survey of English Literature .....	First session

English 234—Survey of English Literature .....	Second session
English 324—Milton and his Age .....	First session
English 329—Children's Literature .....	Second session
French 103-104—Intermediate Course ....	First and second session
German 103-104—Intermediate Course ....	First session
History 221-222—The History of the United States .....	Night session
History 301-302—A History of Western and Non-Western Civilization .....	First and second session
Latin 103-104—Intermediate Course .....	First session
Mathematics 103-104—Mathematics for Elementary Teachers .....	Night session
Mathematics 111—College Algebra .....	First, second and night session
Mathematics 112—Trigonometry .....	Second session
Music 111-112—Music Appreciation .....	First session
Natural Science 101—The Physical World .....	First and second session
Natural Science 102—The Biological World .....	First, second and night session
Philosophy 200—Introduction to Philosophy .....	First and second session
Philosophy 212—Logic: The Principles and Problems of Rational Belief .....	First and second session
Philosophy 401—A Survey of Religious and Philosophical Thought in Western Civilization .....	First and night session
Philosophy 402—A Survey of Religious and Philosophical Thought in Western Civilization .....	Second and night session
Physical Education 117—Personal and Community Hygiene .....	Night session
Political Science 112—American Government: United States, National .....	First and night session
Political Science 337—International Politics .....	First session
Psychology 200—General Psychology .....	First, second and night session
Psychology 222—Child Psychology .....	First session
Psychology 226—Adolescent Psychology ...	First session
Psychology 331—Educational Psychology ..	Second and night session
Psychology 333—Personnel Psychology ....	Night session

- Religion 201—The Judaeo-Christian Tradition ..... First session
- Religion 306—The Development of Religion in the Bible ..... First session
- Sociology 200—Introduction and Principles of Sociology ..... First, second and night session
- Sociology 217—Social Problems ..... First session
- Sociology 348—Industrial Sociology ..... Second session
- Sociology 365—Racial and Ethnic Relations ..... Night session
- Spanish 101-102—Elementary Course .... First session
- Spanish 103-104—Intermediate Course ... First and second session

## GUILFORD COLLEGE, MAIN CAMPUS

1967 Summer Session — First Six Weeks

(Room and Board Available)

June 1st - July 15th

1st period .....	8:00- 9:30
2nd period .....	9:40-11:10
3rd period .....	11:20-12:50

<i>Course</i>	<i>Instructor</i>	<i>Period</i>	<i>Room</i>	<i>Credit</i>
*Biology 113	Staff	First	K119	4 hours
✓ *Biology 223	Ward	First	K112	4 hours
✓ *Biology 331	Bryden	First	K212	4 hours
✓ *Biology 441-442	Bryden	First and Third	K212	6 hours
70 Economics 221	Lockard	First	K111	3 hours
70 Economics 331	Lockard	Second	K214	3 hours
2 Education 221	✓ Appenzeller	Second	K221	3 hours
70 Education 326	Smyre	Second	D204	3 hours
70 Education 372	Reddeck	Second	K224	3 hours
70 Education 388	Reddeck	Third	D212	3 hours
70 Education 400	✓ Bailey	TBS	to be determ.	
73 English 101	Semmler	First	K221	3 hours
✓ English 223	✓ Lee	Third	K111	3 hours
73 English 233	Semmler	Second	K223	3 hours
English 324	Thorne	Second	K211	3 hours
73 *French 103-104	Payne	First and Third	D214	6 hours

<i>Course</i>	<i>Instructor</i>	<i>Period</i>	<i>Room</i>	<i>Credit</i>
*German 103-104	Jones	First and Third	K211	6 hours
✓ History 301-302	J. Moore	First and Third	K224	6 hours
4 Latin 103-104	A. Deagon	First and Third	K213	6 hours
Mathematics 111	Boyd	Second	K111	3 hours
47 Music 111-112	Smyre	First and Third	D204	6 hours
✓ Nat. Sci. 101	Ingraham	Second	K202	3 hours
✓ Nat. Sci. 102	Ward	Second	K119	3 hours
72 Philosophy 200	✓ Millholland	Third	K214	3 hours
72 Philosophy 212	Redding	Second	K212	3 hours
✓ Philosophy 401	✓ Millholland	First	K202	3 hours
63 Political Sci. 112	Grice	First	K214	3 hours
Political Sci. 337	Grice	Third	K112	3 hours
67 Psychology 200	C. Norton	Third	K119	3 hours
67 Psychology 222	✓ Williams	First	K128	3 hours
69 Psychology 226	F. Norton	Third	K212	3 hours
Religion 201	Pipkin	First	D215	3 hours
Religion 306	Pipkin	Third	D215	3 hours
✓ Sociology 200	R. Johnson	Second	K213	3 hours
✓ Sociology 217	R. Johnson	Third	K202	3 hours
*Spanish 101-102	Hunt	First and Third	K222	6 hours
*Spanish 103-104	Hilty	First and Third	K223	6 hours

\*Required labs to be scheduled.

## BLOCK SCHEDULE

SUMMER SESSION 1967 — MAIN CAMPUS

June 1st-July 15th

First six weeks — room and board available.

<i>Course</i>	<i>Room</i>	<i>Instructor</i>
<i>First Period 8:00-9:30</i>		
*Biology 113	K119	Staff
*Biology 223	K112	Ward
*Biology 331	K212	Bryden
*Biology 441-442	K212	Bryden
Economics 221	K111	Lockard
English 101	K221	Semmler
*French 103-104	D214	Payne
*German 103-104	K211	Jones
History 301-302	K224	J. Moore
Latin 103-104	K213	A. Deagon



<i>Course</i>	<i>Room</i>	<i>Instructor</i>
Music 111-112	D204	Smyre
Philosophy 401	K202	Millholland
Political Science 112	K214	Grice
Psychology 222	K128	N. Williams
Religion 201	D215	Pipkin
*Spanish 101-102	K222	Hunt
*Spanish 103-104	K223	Hilty

*Second Period 9:40-11:10*

Economics 331	K214	Lockard
Education 221	K221	Appenzeller
Education 326	D204	Smyre
Education 372	K224	Reddeck
English 233	K223	Semmler
English 324	K211	Thorne
Mathematics 111	K111	Boyd
*Natural Science 101	K202	Ingraham
*Natural Science 102	K119	Ward
Philosophy 212	K212	Redding
Sociology 200	K213	R. Johnson

*Third Period 11:20-12:50*

*Biology 441-442	K212	Bryden
Education 388	D212	Reddeck
English 223	K111	Lee
*French 103-104	D214	Payne
*German 103-104	K211	Jones
History 301-302	K224	J. Moore
Latin 103-104	K213	A. Deagon
Music 111-112	D204	Smyre
Philosophy 200	K214	Millholland
Political Science 337	K112	Grice
Psychology 200	K119	C. Norton
Psychology 226	K212	F. Norton
Religion 306	D215	Pipkin
Sociology 217	K202	R. Johnson
*Spanish 101-102	K222	Hunt
*Spanish 103-104	K223	Hilty

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\*Required labs to be scheduled.

# GUILFORD COLLEGE, DOWNTOWN CAMPUS

1967 Summer Session — Second Six Weeks

## Day Students Only

July 17th-August 29th

1st period— 8:00- 9:30

2nd period— 9:40-11:10

3rd period—11:20-12:50

<i>Course</i>	<i>Instructor</i>	<i>Period</i>	<i>Room</i>	<i>Credit</i>
*Biology 114	Staff	1st	Biol Lab	4 hours
Economics 111	Pope	1st	A302	3 hours
Economics 222	T. Moore	1st	A203	3 hours
Economics 336	Courtney	2nd	A203	3 hours
Economics 441	T. Moore	3rd	A203	3 hours
Education 221	Reddeck	2nd	A103	3 hours
Education 371	Bell	1st	A106	3 hours
English 101	Lee	1st	A207	3 hours
English 224	Lee	2nd	A207	3 hours
English 234	Delafield	1st	A205	3 hours
English 329	Delafield	2nd	A205	3 hours
*French 103-104	Payne	1st and 3rd	A105	6 hours
History 301-302	Hood	1st and 3rd	A201	6 hours
Mathematics 111	Staff	1st	A305	3 hours
Mathematics 112	Boyd	2nd	A305	3 hours
*Natural Sci 101	Fulcher	1st	Sci Lab	3 hours
*Natural Sci 102	Fulcher	3rd	Sci Lab	3 hours
Philosophy 200	Staff	2nd	A201	3 hours
Philosophy 212	Redding	3rd	A202	3 hours
Philosophy 402	Staff	1st	A202	3 hours
Psychology 200	N. Williams	3rd	A106	3 hours
Psychology 331	Britt	3rd	A205	3 hours
Sociology 200	Staff	2nd	A302	3 hours
Sociology 348	Stafford	3rd	A302	3 hours
*Spanish 103-104	J. Sanchez-Boudy	1st and 3rd	A103	6 hours

\*Required labs to be scheduled

# BLOCK SCHEDULE

Second Six Weeks — Day Students Only

SUMMER SESSION — DOWNTOWN CAMPUS

July 17th-August 29th

## *First Period 8:00-9:30*

		<i>Instructor</i>
*Biology 114	Biol Lab	Staff
Economics 111	A302	Pope
Economics 222	A203	T. Moore
Education 371	A106	Bell
English 101	A207	Lee
English 234	A205	Delafield
*French 103-104	A105	Payne
History 301-302	A201	Hood
Mathematics 111	A305	Staff
*Natural Science 101	Sci. Lab	Fulcher
Philosophy 402	A202	Staff
*Spanish 103-104	A103	J. Sanchez-Boudy

## *Second Period 9:40-11:10*

Economics 336	A203	Courtney
Education 221	A193	Reddeck
English 224	A207	Lee
English 329	A205	Delafield
Mathematics 112	A305	Boyd
Philosophy 200	A201	Staff
Sociology 200	A302	Staff

## *Third Period 11:20-12:50*

Economics 441	A203	T. Moore
*French 103-104	A105	Payne
History 301-302	A201	Hood
*Natural Science 102	Sci Lab	Fulcher
Philosophy 212	A202	Redding
Psychology 200	A106	N. Williams
Psychology 331	A205	Britt
Sociology 348	A302	Stafford
*Spanish 103-104	A103	J. Sanchez-Boudy

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\*Required labs to be scheduled

# SUMMER SESSION 1967 — NIGHT

June 5th-August 4th

<i>Course</i>	<i>Instructor</i>	<i>Days</i>	<i>Period</i>	<i>Room</i>	<i>Credit</i>
Business 112	T. Walker	MWF	8:10-10:00	B2	2 hrs
Business 114	Lowrance	MWF	6:00- 7:50	B-2	3 hrs
Business 115	Pierce	MWF	8:10-10:00	B-6	2 hrs
Business 221	Pierce	MWF	6:00- 7:50	B-6	3 hrs
Economics 111	Pope	MWF	8:10-10:00	A101	3 hrs
Economics 223	Osborn	MWF	6:00- 7:50	A302	3 hrs
Economics 224	Osborn	MWF	8:10-10:00	A302	3 hrs
Economics 225	Smalley	MWF	6:00- 7:50	A301	3 hrs
Economics 226	Smalley	MWF	8:10-10:00	A301	3 hrs
Economics 234	Pope	MWF	6:00- 7:50	A101	3 hrs
Economics 331	Lockard	MWF	8:10-10:00	A105	3 hrs
Economics 333	Rice	MWF	6:00- 7:50	A106	3 hrs
Economics 336	Courtney	MWF	6:00- 7:50	A102	3 hrs
Education 221	Appenzeller	MWF	8:10-10:00	A103	3 hrs
Education 372	Reddeck	MWF	6:00- 7:50	A103	3 hrs
Education 388	Staff (Reddeck)	MWF	6:00- 7:50	TBA	3 hrs
English 10	Tibbals	MWF	6:00- 7:50	A105	
English 101	L. W. Anderson	MWF	8:10-10:00	B-1	3 hrs
English 201	L. W. Anderson	MWF	6:00- 7:50	B1	3 hrs
History 221-222	Caffrey	MWF	6:00-10:00	A201	6 hrs
H. S. Alg I	Kenan	MWF	6:00-10:00	A304	
H. S. Alg II	G. Williams	MWF	6:00-10:00	A207	
H. S. Plane Geom	Staff	MWF	6:00-10:00	A303	
Mathematics 10	Staff	MWF	8:10-10:00	A305	
Math 103-104	K. Walker	MWF	6:00-10:00	A202	6 hrs
Math 111	Boyd	MWF	6:00- 7:50	A304	3 hrs
*Natural Sci 102	Ward	MWF	8:10-10:00	Bi Lab	3 hrs
Phil 401-402	Redding	MWF	6:00-10:00	Lec Rm	6 hrs
P. E. 117	Maynard	MWF	8:10-10:00	A205	3 hrs
Political Sci 112	Grice	MWF	6:00- 7:50	A205	3 hrs
Psychology 200	Staff	MWF	8:10-10:00	A102	3 hrs
Psychology 331	Rice	MWF	8:10-10:00	A106	3 hrs
Psychology 333	Rice	MWF	6:00- 7:50	A106	3 hrs
Sociology 200	Staff (Stafford or Johnson)	MWF	6:00- 7:50	A203	3 hrs
Sociology 365	Stafford	MWF	8:10-10:00	A203	3 hrs

\*Required labs to be scheduled

## BUSINESS EDUCATION

<i>Course</i>	<i>Instructor</i>	<i>Days</i>	<i>Period</i>	<i>Room</i>
Accounting I	Smalley	MWF	6:00- 7:50	A301
Accounting II	Smalley	MWF	8:10-10:00	A301
Advanced Dictation	Pierce	MWF	6:00- 7:50	B-6
Business English	T. Walker	MWF	6:00- 7:50	B3
Business Law I	Osborn	MWF	6:00- 7:50	A302
Business Law II	Osborn	MWF	8:10-10:00	A302
Office Machines	Lowrance	MWF	8:10-10:00	B4
Shorthand II	Lowrance	MWF	6:00- 7:50	B2
Typing II	T. Walker	MWF	8:10-10:00	B2
Typing III	Pierce	MWF	8:10-10:00	B6

### READING CLINIC

Senior High School Level (night)

Staff MW 6:00- 7:50 B-5

Adult Level (night)

Staff MW 8:10-10:00 B-5



# BLOCK SCHEDULE

## Nine Weeks — Night Classes

### SUMMER SESSION 1967 — DOWNTOWN CAMPUS — NIGHT

June 5th-August 4th

#### *First Evening Period 6:00-7:50*

Business 114	B-2	MWF	Lorance
Business 221	B-6	MWF	Pierce
Economics 223	A-302	MWF	Osborn
Economics 225	A-301	MWF	Smalley
Economics 234	A-101	MWF	Pope
Economics 333	A-106	MWF	D. Rice
Economics 336	A-102	MWF	Courtney
Education 372	A-103	MWF	Reddeck
Education 388	TBA	MWF	Staff (Reddeck)
English 10	A-105	MWF	Tibbals
English 201	B-1	MWF	L. W. Anderson
History 221-222	A-201	MWF	Caffrey
H. S. Algebra I	A-304	MWF	Kenan
H. S. Algebra II	A-207	MWF	G. Williams
H. S. Plane Geometry	A-303	MWF	Staff
Mathematics 103-104	A-202	MWF	K. Walker
Mathematics 111	A-305	MWF	Staff
Philosophy 401-402	Lec. Room	MWF	Redding
Political Science 112	A-205	MWF	Grice
Psychology 333	A-106	MWF	D. Rice
Sociology 200	A-203	MWF	Staff (Stafford or Johns)

#### *Business Education*

Accounting I	A-301	MWF	Smalley
Advanced Dictation	B-6	MWF	Pierce
Business English	B-3	MWF	T. Walker
Business Law I	A-302	MWF	Osborn
Shorihand II	B-2	MWF	Lowrance

#### *Reading Clinic*

Senior H. S. Level	B-5	MW	Staff
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#### *Second Evening Period 8:10-10:00*

Business 112	B-2	MWF	T. Walker
Business 115	B-6	MWF	Pierce
Economics 111	A-101	MWF	Pope
Economics 224	A-302	MWF	Osborn

Economics 226	A-301	MWF	Smalley
Economics 331	A-105	MWF	Lockard
Education 221	A-103	MWF	Appenzeller
English 101	B-1	MWF	L. W. Anderson
History 221-222	A-201	MWF	Caffrey
H. S. Algebra I	A-304	MWF	Kenan
H. S. Algebra II	A-207	MWF	G. Williams
H. S. Plane Geometry	A-303	MWF	Staff
Mathematics 103-104	A-202	MWF	K. Walker
Natural Science 102	Biol Lab	MWF	Ward
Philosophy 401-402	Lec Room	MWF	Redding
Physical Education 117	A-205	MWF	Maynard
Psychology 200	A-102	MWF	Staff
Psychology 331	A-106	MWF	D. Rice
Sociology 365	A-203	MWF	Stafford
<i>Business Education</i>			
Accounting II	A-301	MWF	Smalley
Business Law II	A-302	MWF	Osborn
Office Machines	B-4	MWF	Lowrance
Typing II	B-2	MWF	T. Walker
Typing III	B-6	MWF	Pierce
<i>Reading Clinic</i>			
Adult Level	B-5	MW	Staff

The Library provides a quiet haven for study and research. It is air-conditioned and has more than ample space for our students.

The college provides the basic furniture, linen and towels for all student rooms. It does not provide pillows or blankets.

*For further information write to:*

Director of Admissions  
GUILFORD COLLEGE, GREENSBORO, N. C. 27410  
Telephone: 292-5511, Ext. 38

The Downtown Campus of Guilford College, now in its seventeenth year, offers instruction in spacious new buildings made possible by the wisdom and generosity of civic, business and industrial leaders. This campus maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

For complete information about the Downtown Campus, call or write:

DAVID W. MORRAH, JR.  
Assistant to the President for the Downtown Campus  
Downtown Campus of Guilford College  
501 West Washington Street  
GREENSBORO, NORTH CAROLINA 27402  
Telephone: 275-5395



APPLICATION FOR ADMISSION  
GUILFORD COLLEGE 1967 SUMMER SESSION

Mr.  
Mrs.  
Miss \_\_\_\_\_

\_\_\_\_\_ is a graduate  
(Permanent Address)

of \_\_\_\_\_ High School or is a student in  
good standing at \_\_\_\_\_ College, University  
and has permission to take:

FIRST SESSION  
(Main Campus)  
June 1 to July 15, 1967

SECOND SESSION  
(Downtown Campus)  
July 17 to August 29, 1967

NINE WEEKS EVENING SESSION  
(Downtown Campus)  
June 5 to August 4, 1967

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

in the 1967 Summer Session at Guilford College.

DATE \_\_\_\_\_ SIGNED \_\_\_\_\_

Principal, Dean or Registrar

Have you attended Guilford College previously? \_\_\_\_\_

Do you plan to attend: 1st Session \_\_\_\_\_ 2nd Session \_\_\_\_\_

Night Session \_\_\_\_\_

Do you plan to live on campus during the first session:

Applicant's Signature

Date









